DOCUMENT RESUME

ED 111 476 JC 750 498

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TITLE Prototype Institute for Training Teachers of Low Income and Minority Students: A Delgado Research Study.
INSTITUTION Delgado Coll., New Orleans, La.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 71
NOTE 99p.

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS College Faculty; *Economically Disadvantaged; Educationally Disadvantaged; *Inservice Programs; *Institutes (Training Programs); *Junior Colleges; Junior College Students; *Minority Groups; Program Development; School Community Cooperation; Student Participation; Teaching Methods
IDENTIFIERS Delgado Junior College

ABSTRACT

In 1970-71, Delgado Junior College (DJC) held a nine month institute designed to: (1) increase participant understanding of the problems specific to low-income and minority students, including physical and psychological problems and cultural background; (2) improve the methods used to teach these students; and (3) develop innovative and special programs for them. Twenty faculty members, five low-income and minority students, and five representatives of local low-income and minority communities participated in the 18 sessions (two per month) of this institute. The first half of each session was devoted to a presentation by a guest lecturer; the second half involved participants in discussions of how the content of the presentation could be applied to DJC. This report of the institute is intended to assist other community and junior colleges in planning and carrying out similar institutes. It details the participant selection an institute planning processes and the physical setting, as well as the outline for each session. A summary of the findings on problems and background, alternative teaching methods, and special programs are presented, as are summaries of each presentation and discussion section. A bibliography on low-income and minority students and the institute evaluation forms are appended. (DC)

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PROTOTYPE INSTITUTE

FOR

TRAINING TEACHERS

OF

LOW INCOME AND MINORITY STUDENTS

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1971

JC 750 498

ACKNOWLEDGEMENTS

Grateful recognition is given for the help from the U. S. Office of Education who provided support through Grant Number EPDA 38NIH 59-2775 without which this institute could never have become operational.

Other recognition is due to the teachers and students who helped plan this institute and particularly to the planning committee elected by the participants, composed of Dr. Newton Grant, Mr. John Canerday and Dr. Peter Giarrusso (faculty), Mr. Joseph Bonomolo (student), and Mrs. Shirley Daniels (community representative) who worked with the Director to ensure that plans progressed in a way that met the needs of the institute's participants.

Personnel from the Delgado Media Center, particularly John Glendening, also were especially helpful in getting the group discussions recorded clearly on tape so that they could be transcribed.

To Dr. Marvin Thames, President of Delgado Junior College, the writer and the participants in the institute would like to express special appreciation for providing the scholarly atmosphere in which this institute was conceived and the moral and intellectual leadership that added immeasurably to its successful conclusion.

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CHAPTER I

BACKGROUND AND GOALS

Introduction

The material in this report is presented in three parts and organized in a way that was considered to maximize its usefulness to the junior and community college reader.

First is material on the background of the institute, showing how it was conceptualized and how it was planned.

Second is a summary of various ideas which were suggested by the different instructors brought in for the institute, and which may be useful to community colleges. These are organized by content and not according to the order in which they occurred.

Third is a summary of each session presented in the chronological order in which the sessions were held. Each instructor was asked to write a summary of the material he presented. When the instructor did not provide a summary or when the session in question was a discussion or some other kind of presentation that did not lend itself to this kind of summary, the Director summarized the transcription of the session.

Throughout the material, emphasis is given to teaching the low income and minority student. However, as participants discovered over and over, what was good teaching for the low income student, was helpful to all students.

Background and Goals of the Institute

Delgado College

This institute grew out of the joint concern of the Director and of Delgado College administration and faculty. As a social work educator, the Director had a special concern with minority and low income individuals and how these could be helped educationally. Delgado had a long history of increasing involvement with this group of students. Out of this joint concern came a decision to attempt to help this kind of student by assisting their teachers in their teaching roles. Delgado teachers were very much interested in this kind of learning. Many Delgado faculty had come from low income and minority families and knew from their own experiences the problems of this group of students.

Founded as the Isaac Delgado Central Trades School in the City of New Orleans on a 57 acre campus adjacent to City Park, what is now Delgado Junior College was named for its generous benefactor who, in 1890 bequested to the city the residue of his estate to establish the school and provide for its growth.

Funds contributed by the State Department of Education and various programs of the Federal Government have aided Delgado through the years.

In 1960 the school's name was changed to Delgado Trades and Technical Institute, and technical junior college courses were implemented. Associate degrees were awarded for the first time to graduates in 1960. The following year a Vocational Rehabilitation Center was opennd on the campus providing job evaluation and services to the handicapped.

By action of the Louisiana State Legislature in 1966, Delgado Junior College was recognized and approved as a pilot junior college for the State of Louisiana. In 1970, Delgado Junior College was transferred from the City of New Orleans to the Louisiana State Board of Education.

As a trade and technical school, Delgado accepted "drop outs" from other schools. When it became Delgado Trades and Technical Institute it continued an open door policy. As it moved to become a community college, it continued to concern itself with admitting students who had no other place to go. Its minimum tuition payments, which were frequently waived or provided for by various kinds of scholarship aids, attracted more and more low income students, and students from minority groups.

At the time this institute was in progress, the students at Delgado College numbered about 4,700. Approximately 25 per cent of these were black and about 35 per cent came from families with incomes of less than $6,000. During the last three years the number of students grew about 50 per cent from 3,400 to 4,700. The number of faculty increased from 111 to 149.

The unique position of Delgado Junior College in Louisiana as the only junior college in the state, and the consequent lack of comparable institutions with whom its personnel could discuss common problems, caused it to think of itself as a developing institution. The fully integrated racial character of the student body and faculty and its belief that what its faculty could learn about teaching low income students would be of value to similar colleges in the south led Delgado to attempt to take a leadership role among developing institutions and thus provide a prototype for other junior colleges who might want to develop institutes of this type.

Goals of the Institute

The overall goal of the institute was threefold.

First, it sought to learn more about the educational needs of low income students by discussion with the students themselves and with teachers who had experience in teaching them; second, it sought to train teachers in handling the educational needs of these students so that they could improve their own teaching and help train others; third, it proposed to evaluate the effectiveness of this program so that a report could be written that other junior and co-munity colleges could use in planning and carrying out similar programs.

For two reasons, an early decision was made that the institute would cover a year rather than a summer, or shorter time. First, faculty believed that teachers could participate better in an institute while they were in the midst of day by day problems of teaching students from low income families and minority groups. Everyday experiences would thus suggest content for institute discussions. Second, by having the institute during the period while they were teaching rather than during the summer, participants could immediately test out and apply to their classroom situations what they were learning.

The report of this institute was expected not only to assist other junior and community colleges in planning and carrying out similar institutes but also was expected to stimulate other institutes at Delgado Junior College. It was believed that specific additional needs would be brought out by this institute. Part of the institute content was planned to be intellectual, as teachers learned how to meet the educational needs of low income and minority students; part was planned to be attitudinal as teachers learned to discuss their own attitudes and the attitudes of others to this kind of student and to interact with the low income and minority students who participated in the institute.

Selection of Institute Participants

In accordance with plans outlined in the grant proposal funded by the Office of Education, no prestructuring of the institute program was attempted by the Director or any of the Delgado faculty. Instead, the twenty Delgado faculty, the five Delgado students from low income and minority families, and the five representatives from the low income and minority communities who made up the participants of the institute met for a week in August, 1970, to identify major needs and content on which the institute was to be based.

In accord with plans for the institute, an invitation was sent out only to Delgado faculty. From those who indicated interest, the twenty faculty for whom stipends were budgeted from institute funds were selected. Students from Delgado were selected in a similar fashion by inviting a number of low income and minority students and selecting five who expressed interest. Five persons from the low income community were obtained through various community agencies.

The twenty faculty who were selected included both older faculty with tenure, who had been with the college for some time and whose positions put them in formal and informal leadership roles, and younger faculty who represented "new blood" to Delgado. Selection of faculty for the institute was aimed at establishing a group representing various levels of education and different disciplines. The group included persons who had been with Delgado College before it had become a community college and those who had come in only within the last year or two. Attitudes about minority students and about low income families ranged from conservative to liberal. Some persons were included whose teaching duties were limited but whose other duties brought them into contact with students from low income and minority families. Others were selected because of their

leadership position in the College with the idea that they would in turn pass on their learning to other teachers and thus multiply the effect of the institute.

Faculty were invited by means of a brochure (See Appendix A). Sixty-seven brochures were sent out describing the institute. The same number of applications were sent out in response to the inquiries received and forty completed applications were returned. Thirty-four applicants were then offered admission and of these 29 replied positively.

That the actual group met the selection criterion mentioned above can be seen in the following tabular presentation of teachers name and background.

PARTICIPANT	Teaching Specialty or Other Function	Years of Teaching Experience	Years at Delgado	Highest Degree
Dr. Newton Grant	Mathematics	15	4	Ed.D
Mr John Canerday	Health	31	3	BS
Miss Barbara Scott	Secretarial Studies	10	7	MRE
Mr. Benjamin Ploger	Fine Arts	40	8	MFA
Mr. T. J. Bethune	Financial Aid Placement Officer	7	4	BS
Dr. A. P. Giarrusso	Education and Public Services	25	22	Ed.D.
Mrs. Shirley Brown	Counselor & General Education	5	5	M.Ed.
Mr. John D'Aubin	Automotive Mechanics	10	7	MS
Caroline Nicholls	Social Worker	2½	1½	MSW
Chester Frederic	Machinist Laboratories	15	15	A.S.
William A. Gill, Jr.	Administrator, Institutional Studies & Development	15	2	M.Ed
William Panter	Social Science	10	5	MA
Mary Ruth Holleman	Adult Business Community Services	20	3	MS
Fred Donaldson	Distributive Education	6	6	A.S.
Cornelia Rathke	English	25	4	BA
Harwood Brown	Business Administration	5	4	MBA

PARTICIPANT	Teaching Specialty or Other Function	Years of Teaching Experience	Years at Delgado	Highest Degree
Donald Eppling	Mathematics	3½	3½	BS
John Kane	Asst. Dean, Student Services	15	11	M.Ed.
Evans Bistes	Supervisor of Building Maintenance	4	17	High School Diploma

Other junior and community colleges who wish to try this kind of institute may not wish to limit it to their own faculty. There is no reason that it need be so limited, though bringing in persons from more than one institution could complicate applying the learning achieved. Though the problems of low income students are similar from one college to another, different settings could have different problems dealing with them. An important reason for limiting this institute to Delgado Junior College was because part of the institute was aimed at applying what was being learned directly to Delgado.

Students and community residents who were selected as representatives of low income families and socio-economically deprived areas were selected on the basis of their intelligence, leadership within their peer group, and in an attempt to provide diversity of viewpoint. All of the original five students did not stay with the group during the entire year because some graduated, and others dropped out and transferred, but as one student left another student was selected as a replacement. Two of the students, Joseph Bonomolo and Katherine Schmidt, remained with the group during the entire year and made significant contributions to both the selection of topics and to the discussions.

Representatives of the student body and representatives of the socio-economically deprived community areas and their organizational affiliation, if any, were as follows:

PARTICIPANT	Student or Community Representative	Organizational Affiliation
Joseph Bonomolo	Student	Delgado Jr. College
Kathleen Schmidt	Student	Delgado Jr. College
Gayle Bellizan	Student	Delgado Jr. College
Mrs. Susie Beard	Community Representative	Model Cities
Mrs. Shirley Daniels	Community Representative	Model Cities
Mr. R. J. Detiege	Community Representative	Xavier University
Mrs. Helen Johnson	Community Representative	Model Cities

CHAPTER II

PLANNING THE INSTITUTE

Introduction

The intensive work for a week during August, 1970, with participants was aimed at helping them work together as a group as well as having the goal of selecting content for the two sessions each month for the following nine months for which funds were available.

In preparation for these meetings in August, the Director had prepared some material about the problems of low income students. This included a bibliography about their background and educational problems. (See Appendix B for this and other bibliographies).

The original grant request had included a two week period in August for these planning sessions. Activity was to include a survey of needs of other faculty not participating in the institute, a questionnaire to students about what they saw as faculty needs, and the development of plans to recruit more low income students. Because funds received were less than requested, however, plans were modified and these activities were not included in these August sessions. Faculty at Delgado, however, still believe these activities would add strength to a similar institute that other community colleges might want to plan, and if at all possible recommend their inclusion. If they cannot be included, the institute can of course be carried out without them as this one was, and these activities may be carried out separately on their own. In fact, Delgado has begun to participate in a compensatory program to prepare for college approximately 100 "high risk students" (those from low income families and deprived socio-economic backgrounds who have poor high school records). This was funded under the Office of Education Grant Number 68NIH 59-2775 with Delgado working as part of a consortium of other junior colleges.

Except for the bibliographical material, and a very minimum structure for the first week, the institute leader deliberately avoided a directive role. After planning the content described below, the group decided that experts from various content areas would be brought in for twice monthly sessions. Further agreement was reached that the first half of each day would be spent in a presentation by the consultant or instructor, while the second half of each day was to be spent in discussion of how the content could be applied to Delgado. While this exact delineation of time was not followed in every session, it was used in general and participants considered it a helpful part of the plan.

The twice monthly sessions were scheduled from September, 1970, through May, 1971, on the second Friday and the second Saturday of each month, after the faculty and students indicated this caused least disruption in their schedules. This schedule was adhered to except when an instructor or consultant could not meet with the faculty at the specified time. Faculty were

granted compensatory time for the Saturdays they spent in the institute sessions. An evaluation and summary session led by the Director was held early in June, 1971.

The last four weeks of the institute were set aside for evaluation of the success of the project and writing this final report. An additional sixty days was later requested and obtained from the granting agency to provide for time for completing this material, and reproducing it for dissemination to other colleges.

The Physical Setting and Outline of the Planning Week

The institute began with a meeting lasting from August 3, 1970, through August 7, 1970, with all participants present. In accord with the original plan for the institute, this first week was kept as unstructured as possible. It seems likely that this tone set in the first week carried forward to the rest of the institute for whatever helpful or hindering effect this may have had.

The physical setting of the institute was arranged with the idea of maximizing group interaction and when this setting was found to be successful it was continued throughout the year. It is reported in detail in the event other colleges wish to duplicate it.

All of the group sat in a large room with four long tables (each about 15 feet long) arranged in the form of a hollow square so that each participant could face each of the others. Since the group understood that both the content discussed and the method of carrying on this institute was something that other community colleges would want to know about, they agreed to have all materials tape recorded and transcribed. A cardioid microphone was set up in the center of each of the long tables. These microphones were connected to a microphone mixer which was set up on a table in the center of the hollow square. From the mixer the input ran into a Wolensak tape recorder which was on the same table. The recorder speed was 3 3/4 inches per second. Once the media technician had adjusted the microphones and mixer for the needs of the group it was not necessary that someone be in constant attendance. The use of 7 inch tape reels meant that the two sides of two tapes were enough for a day-long discussion. The fidelity of this recording system was excellent and it was rare when a contribution of any of the participants was not included in the transcription.

There is no evidence that the recording of material inhibited the discussion in any way; in fact those who read the transcription or listened to the tapes considered the discussion to be spontaneous. The unstructured nature of the first weeks discussion carried over into succeeding weeks, and if the discussion lacked anything, it was direction and structure rather than spontaneity.

The Director began the institute by explaining the basis on which the participants had been selected, why certain students had been chosen, and why persons from the community were present. Solicitation of contributions from all was made and the

expectation that everyone would attend every session was mentioned. The interest of the group in the institute is supported by the fact that attendance during this first week was almost perfect, except for a few absences that were excused.

At various times during this first week of the institute, the Director provided some literature for participants to read that related to low income students. This plan was followed partly because the Director did not know just what the participants would bring to the institute and partly to provide some common background for discussion. From the discussion during the first day or two, it appeared that some participants read this material carefully while others read it less thoroughly. Copies of the book "Educationally Disadvantaged Students in Social Work Education" were made available to all participants in the institute. This had come to the attention of the director in his role as social work educator, and appeared to be more applicable to junior college teaching than most of the literature he had encountered on low income students, which appeared to apply to primary and secondary schools.

During June and July of 1970, in preparation for the institute the Director had completed a wide review of the literature on students from low income families, and during this August week, as questions were raised on particular topics, he provided abstracts of various articles to the participants. Abstracts, rather than the articles themselves were used because the unstructured and unplanned nature of the institute made it impossible to plan ahead of time what should be read and to get authors' permission prior to the institute for reproduction of their articles.

The Director suggested that the group think about looking at low income students in terms of knowing them (who they were), understanding them (what were their problems), and teaching them.

The first day was used by the group to develop an outline to be followed during the first week. They decided to discuss four topics and set aside approximately one day to each. Some of the topics, however, overlapped to some extent and required more or less than a day's time. These topics were as follows:

1. What is meant by a low income student or one from a minority group?

2. What are the goals to be sought for this kind of student?

3. What are the problems in the background of the low income student?

4. What are some suggested solutions to these problems?

The fifth day was allocated to planning for the 18 sessions to be held twice a month from September, 1970, to May, 1971.

During the week, as the participants went through the above topics, the discussion did not necessarily proceed in the orderly fashion shown in this report. The writer has combined material from various sessions during this period and summarized much of it.

Characteristics of Low Income or Minority Students

The first day's discussion of what was meant by a "low income or minority student" helped the group to focus on the type of student they would be discussing. Questions which were raised and answered during the first day included some of the following: Is this a homogenous group of students? How are they alike and how different? What are the observed characteristics of this kind of student? How do these students differ from students who come from other socio-economic backgrounds but can be expected to have trouble in learning? How can the students who are likely to have the most problems be separated from those who are likely to be successful? What are the signs of emotional problems as compared to intellectual ones? What seems to make for difficulties in adjustment to the school culture by these students?

The participants answered these questions by deciding that low income and minority students were far from being all alike and that they probably were as varied in characteristics as any other group of students. Participants agreed that some students would probably have many of the characteristics described below while others had only some of these characteristics. Further, there were remarks that the current situation of a student did not necessarily insure he was not educationally disadvantaged. For example, the families of some middle or high income students might now be earning more than those of low income students, but during the students' former years these students might have been in a low income family; or at the time a student entered Delgado Junior College he might be living with both parents while earlier he lived with a brother or sister or only one parent.

Within these limits, participants agreed to focus on the students who came from a family with low income, a student who had been deprived of the kind of culture and values to which the average junior college or community college student had been exposed. It was agreed that the description agreed on applied to both black and white students, but probably to more blacks than whites. (At the time of this institute Delgado Junior College had about 25 per cent black students. Other minorities such as Cubans, Puerto Ricans and so forth probably made up less than 1 per cent of the population).

Comments from the participants described the student with whom this institute was concerned as follows:

1. A student who has not been "educated" to the level that could be expected even though he or she might have graduated from high school.

The group believed that gaps in knowledge were associated with the fact that these students often had shown a higher absenteeism rate than other students in other high schools. Despite their generally good motivation to stay in college, this absenteeism sometime continued because these students' economic situation required that they work while going to college. Experience showed further that these students had often gone to older schools in poorer neighborhoods where teachers had heavier work loads. The heavier work load of the teachers and the more frequent behavior problems in the classrooms in these schools

all meant that these students had probably received less instructional time.

2. These students knew less about life as well as about school than other students. They knew less about the culture of the majority than other students.

3. These students had a more limited vocabulary than other students and therefore had problems in reading and in talking with others. This was combined with less facility with numbers and quantitative concepts. Further, the group agreed that these students had not learned to listen.

4. Though the literature about this kind of student indicated that many had a negative attitude to education, the Delgado faculty disagreed that this was characteristic of Delgado students. In fact, participants commented on the difference between the aspiration of these students and their ability. Many of these students appeared highly motivated to complete college, though this motivation was considered to be a practical one. The participants agreed that this kind of student with which this institute was concerned tended to learn because of practical reasons and not because of a liking for knowledge for its own sake. These students' feeling about education was considered to be related to a difference in values from the average student. These students were seen to be "present oriented" rather than "future oriented," and wanting to set and reach immediate goals rather than long term ones.

5. All agreed that these students had a low or at most a moderate amount of self confidence, though many tended to hide behind a facade of "know it all" behavior.

6. The group noted that these students had problems with abstract thinking although many appeared to be above average in solving practical concrete problems.

7. All agreed that there was no reason to believe these students had less potential for learning than other students. All agreed that although there were many problems in measuring their ability their basic intelligence appeared to be as good as other students.

8. In many cases these students were observed to have lacked one or both parents so they lacked parental models. In many cases the teachers believed that it was necessary for the teacher to serve as a parental model for these students.

Goals to be Set for Low Income and Minority Students

The participants rather quickly agreed that the goals for the low income student should be the same as for any other student. The student members of this group were particularly definite about this, indicating that it was a disservice to students to permit them to pass class work that they did not know, since this would influence their ability to hold jobs. Further discussion, however, led to the decision that while the ultimate goal would be the same for all students, for low income students an intermediate goal might be different.

For example, an intermediate goal for the low income student might be to build confidence rather than to provide substantive knowledge. Other intermediate goals might be to teach him or her to take notes or how to use the library. In attempting to help the student reach these goals it was agreed that it was important to maximize successes and help the student build confidence, but this must be done in a way that did not give false confidence.

Further, the group agreed that to reach the same goals, each student might require a different amount of time. For these students as a group more time might be required than for the group of students who are not from low income and minority families. This latter emphasis on the use of time as a variable while the learning to be achieved remained constant was to become one of the important themes of the institute.

Problems in the Background of Students Influencing Their Educational Progress

All participants in the institute believed that the chief problem of these students was financial. There was considerable discussion of this issue with excursions into educational problems created by the financial ones.

Although financing was available to Delgado students in the form of work-study plans, grants, and loans, the person handling these loans felt that students did not make use of resources as effectively as they might. Student members of the group concurred with this belief. Despite publicity from teachers and others about resources available, students reported that many of their friends did not appear to know what aid was available. A difficulty about the work study plan was that it paid somewhat less than students could earn in the community. While some participants thought students worked less hard at work study jobs than in the community, nevertheless the more aggressive students appeared to select jobs in the community rather than work study. Students also appeared to react negatively to the personal questions about their finances that were required for them to qualify for financial aid. Some students were reported as not knowing the answers to some questions that were asked such as family income or savings. Others could not see why they had to answer these questions if they were going to work for the aid received. Student members of the group raised the question why family situations should be a deciding factor in who worked, especially for older students. If these students were delivering work equal to the pay they received, why did they have to be given the job on the basis of need? Students reported that some fellow students seemed suspicious of loans that could be arranged for them, possibly because they had come from a culture where loans exposed them to "loan sharks," they were thus reluctant to ask for loans.

The need for students to work, either at work study jobs in the college, or in the community, was noted to bring on secondary problems. A relatively large number of "sleepers" was reported in class. Many of the teachers thought some students worked from 5:00 pm to 2:00 am and then tried to attend college during the day. Those whose work permitted them to get home at

reasonable hours often had too short a time for homework, particularly home work that required many hours of drill.

After financial ones, problems with families were considered to be the next most important source of educational difficulty. There was discussion of students who could not get help from their parents with their lessons because they were already further along in school than their parents, or others who parents' attitude to education tended to reduce or eliminate student motivation. In some cases, parents were said to be enrolled in some of the federal training programs not because they expected to get a job but because of the money they were being paid for training, and this had a negative effect on the students' attitude to learning. Participants agreed that community resources were inadequate to help with personal and social problems of the families of these students.

Specific educational problems arising out of these background problems had been discussed when the group was deciding what was meant by disadvantaged students. The group then moved into a discussion of possible solutions to these problems and areas about which they wanted more knowledge, and spent the last two days on these issues.

Suggested Solutions for Low Income Students' Educational Problems

As in any unstructured and creative discussion, the group did not move smoothly to the suggestions listed below. The organization is one worked out by the writer with the help of the group during the last day of the August meetings. Most suggested solutions represented ideas that the participants wanted to know more about and were used as a framework for planning for the 18 sessions from September through May. Other ideas which were brought out, but which the group decided not to pursue are mentioned because they may be of use to other colleges who wish to carry out similar institutes.

The general framework emphasized by the group consisted of scheduling sessions first on those problems and suggested solutions that they believed needed to be discussed early in the semester. From these they moved to general ideas for dealing with problems of the low income students, and then more specific teaching aides.

The participants asked that the first two sessions be devoted to topics that were related to their immediate concern about students in September. They hoped to learn some things that would help to solve these problems for low income and minority students for the 1970-71 school year. These were "physical problems of the low income student" and "how to plan an orientation for low income students." Faculty hoped the former topic might help them to develop a health screening program and that the latter would help them improve their orientation plans for September 1970. The latter was achieved; the former was not. However, a faculty committee began work on a health screening program which is expected to be ready shortly.

Outline for the Eighteen Sessions

Topics for the eighteen sessions and the order in which they were discussed, together with the principal instructors or consultants were as follows:

September -	Session 1:	Problems that Low Income and Minority Students Bring to College, Including Both Physical and Educational Disabilities. Panel Members: Mr. Warren McKenna, Director, University Health Service, Xavier University, New Orleans, Louisiana; Dr. Gene Hassinger, Medical Director, New Orleans Public School System; Panel Moderator: Mrs. Mae Charlton, East Jefferson Mental Health Clinic, Metairie, Louisiana
	Session 2:	How to Orient and Introduce Low Income and Minority Students to College Life. Panel Members: Dr. Robert C. Gowdy, Assistant Dean, Junior Division, Louisiana State University, New Orleans, La.; Mr. Elias Williams, Dean of Men, Xavier University, New Orleans, La., and Mr. James E. White, Jr., Director of Freshman Studies, Southern University, New Orleans, La.
October -	Session 1:	General Educational Problems of Low Income and Minority Students Found at Other Colleges and Methods of Dealing with These. Instructor: Dr. Walter Ehlers, Professor of Social Work, Florida State University, Tallahassee, Florida
	Session 2:	Teacher-Student Relationships and the Use of Self by the Teacher as an Aid in Meeting Learning Problems of Low Income and Minority Students. Instructor: Mr. Larry Pool, Lecturer, School of Social Work, Florida State University, Tallahassee, Florida
November -	Session 1:	The Meaning and Interpretation of Standardized Tests for Low Income and Minority Students; Tests That Teachers Can Use Themselves in Class. Instructors: Dr. Mohamed J. Shaik, Director, Division of Education, Xavier University, New Orleans, Louisiana; Dr. Wesley Jay Hansche, Psychology Department, Tulane University, New Orleans, Louisiana
	Session 2:	Handling Practical Class Problems of Low Income and Minority Students, such as Difficulties in Following Directions, Lack of Skills, Student Attitudes to Learning, etc. Instructor: Dr. Melvin

Gruwell, Director, Center for Teacher Education, Tulane University, New Orleans, Louisiana

December - Session 1: Hereditary and Environmental Influences Affecting Learning of Low Income and Minority Students; Suggestions for Dealing with These Based on Empirical Research. Instructor: Dr. Alvin L. Bertrand, Department of Sociology, Louisiana State University, Baton Rouge, Louisiana

Session 2: Generalized Discussion of the Relation between Objectives and Remedial Work for Low Income and Minority Students. Instructor: Dr. Louis Barrilleaux, Assistant Director, Center for Teacher Education, Tulane University, New Orleans, Louisiana

January - Session 1: Specific Discussion of How to Formulate Objectives in Behavioral Terms for Low Income and Minority Students. Instructor: Dr. Maurice Dutton, Associates for Research in Business, Education, and Computers

Session 2: Selecting Learning Experiences and Compensatory or Remedial Work that Fits Objectives Set for Low Income and Minority Students. Instructor: Dr. Maurice Dutton, Associates for Research in Business, Education, and Computers

February - Session 1: Use of Educational Media and Resources for Audio-Visual Aids for Low Income and Minority Students. Instructor: Mr. William J. Quinley, Director, Media Center, Florida State University, Tallahassee, Florida

Session 2: Mid-Point Planning and Evaluation Led by Dr. Harris K. Goldstein, Project Director

March - Session 1: Instructional Innovation and a Special Compensatory Education Program. Instructor: Dr. Carol Zion, Special Assistant to the Vice President, Miami-Dade Junior College

Session 2: Problems and Soluations in Meeting the Needs of Low Income and Minority Students at Malcolm X Junior College, Chicago, Illinois. Instructor: Mr. Floyd DuBois, Director, Counseling Services, Malcolm X Junior College

April - Session 1: Improving Teaching Skills and Techniques for Low Income and Minority Students. Instructor: Dr. Laura Traywick, University of South Carolina.

Session 2: Teacher Evaluation Utilizing a System of Interaction Analysis. Instructor: Dr. Laura Traywick, University of South Carolina

May - Session 1: Federally Financed Programs Aimed at Helping Low Income and Minority Students and Sensitizing Educators. Instructor: Mr. Donald Peterson, City College of San Francisco

June - Session 1: Final Evaluation and Summation led by Dr. Harris K. Goldstein, Project Director

Other Topics Not Covered

Some topics about which some faculty expressed interest but which were not included because they were not supported by the majority are listed in order of the extent of faculty interest.

What can be done by teachers or counselors to reduce the problem in families of students?

Should a plan be made for meetings with parents or for someone to go into the home? (Some of the faculty believed that a plan should be made for the latter.)

How can faculty differentiate between the student who is going to have educational problems because of background factors previously mentioned, and a student who is going to have difficulty because of limited intellectual potential, severe emotional problems, or otherwise?

How can faculty deal with student problems with drugs? (This included a request for information on symptoms caused by drugs and educational information to be given students about drugs.)

Topics suggested by the director but which Delgado teachers did not feel they wanted to discuss because faculty did not feel were educational problems at Delgado:

How to handle disruption or anti-social behavior in class?

How to handle student rejection of low income students?

Prior to lecturing and leading discussions, instructors were asked to submit outlines of content they planned to cover. Similiarly, they were asked to make available to the group, prior to their session the names of any books and references they planned to use. Because participants wanted material they could use in the classroom, they asked that content cover only

what theory was essential to application.

CHAPTER III

SUMMARY

The content of the institute has been summarized under three headings:[1]

1. Understanding problems the low income and minority student brings to college, including physical and psychological problems and cultural background;

2. Improving teaching methods with this type of student;

3. Innovative and special programs to help this type of student.

Problems and Background

Sociological studies show that low income and minority students frequently have a fatalistic approach to life that is almost a helplessness, an over-reaction to the present so that the deferring of gains is difficult for them, a tendency to authoritarianism with employers and with their families, and a tendency to think in concrete terms. Remedies suggested to teachers were to help reduce "role inadequacy" and "role boredom" by either lowering demands and helping students to move at their own pace or by increasing demands as necessary. "Role frustration" could be limited by providing work that the student has the facilities to handle and "role ambivalence" by calling to students' attention their own ambivalent attitudes and suggesting solutions. The importance of using relations with significant others, perhaps former students from low income and minority groups who were successful, as role models for students was mentioned as a way of stimulating students to break away from some of the limiting factors from cultural influences. (Session 7)

Physical examinations of this kind of student have shown many health problems and more problems than other students particularly in the area of respiratory disease, obesity, and oral ill health. Their medical care has usually been crisis oriented and thus they need help in learning to use health and disease preventing programs. The recommended physical screening program for these students should include a physical exam, chest x-ray, blood serology for syphilis, skin test for tuberculosis, and hearing and eye examinations. Because few students have had private physicians, some other arrangements must be made through community resources for physical examination. (Session 1)

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[1]The material in this summary does not necessarily follow the order in which the material was presented to the participants. The order of the material presented to participants was necessarily influenced by times various speakers were available. To help the reader find further details on topics that follow, the number of the session to which the material refers is mentioned in parentheses at the end of the reference.

The low income and minority student, because he has been exposed to much more limited aspects of life, enters college with limited knowledge of what is expected. The orientation for this kind of student should thus provide not only peer and faculty help at entrance but some continuing assistance along compensatory lines. At entrance they can be helped to learn about the campus and its resources and the requirements of school, but at least a one semester course should be planned to help them adjust to college life and to help fill in some of the gaps they have because of their limited background. This semester's work can cover such topics as financial aid, student organizations, university rules and regulations, how to take notes, how to use the library, development of a vocabulary and study skills, discussion of college customs and dress, and information on drugs, alcoholism, selective service, sex education, current issues, and present day problems. (Session 2)

Studies have shown that this kind of student like other students often tends to be influenced towards success or failure by what is expected of him or her. The teacher can help students better if he or she thinks of two sources of learning problems, those within the student, which relate to the student's feeling of pride, confidence, self identity and so forth and those external to the student having to do with good housing, meaningful jobs and so forth. It was agreed that teachers could modify the external environment in terms of what influences came from the college itself, and could help reduce problems from the internal environment by their attitude to students. (Session 3)

Psychological tests can measure reasonably well what low income and minority students know, less well what they are interested in, and probably only poorly what the students are and what they may become. Tests with these students may be used in two ways: to learn how the student fits in with college norms or as educational diagnostic aids. In the former sense, their use is limited because the low income and minority student's background has been limited by his culture so that his test scores are likely to be low and not a reflection of his general ability. In the latter sense, as diagnostic aids, however, tests can help the student understand his areas of weakness and can show his response to compensatory courses. The experts who presented the material on tests cautioned against using tests to guide student decisions about whether students should enter college but suggested they could be used helpfully to guide students within the college. (Session 5)

Suggestions were made that teachers try to focus on student's strengths and make a conscious use of self as an agent to reinforce these strengths. Teachers were urged to go out to withdrawn or quiet students (who were often ignored because they caused no trouble). Repeatedly, teachers were asked to permit students to work at their own pace, to evaluate their own activities, and to modify their own behavior so that they could get the kind of student behavior which they were seeking. Specific reinforcement of desirable behavior, for example, a statement "you gave very specific examples today and this helped the rest of the class" is one way to reinforce desirable student behavior. Role playing was also suggested as a way of changing students' attitudes to each other. (Session 4)

Improving Teaching Methods for This Type of Student

In developing teaching methods for low income and minority students, teachers should build on student's strengths such as strength in group relationships, willingness to accept early responsibility, less susceptibility to prestige and status factors, being physically and visually oriented for learning, and having few established learning patterns so that few patterns need to be changed. Learning strategies should move from concrete to abstract, make use of reinforcement of more than one sensory input, and provide a rate of exposure that fits in with the student's learning rate. Dividing the class into sub-groups on the basis of diagnostic testing, breaking down learning into small pieces and offering satisfaction and reward for completion of each piece were general principles said to help these students. (Session 6)

Both remedial and compensatory work and the usual program for low income and minority students should be guided by specific behavioral objectives that are set for them. While students from other backgrounds may learn to cope with ambiguous objectives, it is particularly important for these students to have objectives which are specific and stated in behavioral terms that students can understand. The suggestion was made that teachers think of learning as influenced by three dimensions, cognitive, affective, and psychomotor. Setting objectives in behavioral terms serves two purposes; one can tell by means of diagnostic tests whether students had reached these objectives and if not, analyze whether cognitive, affective, or psychomotor factors were influencing lack of progress; one could then use objectives to revise instructional material or change teaching techniques to meet students' needs. In too many courses the degree to which students reach the objectives was set not by the objectives themselves but by the amount of time allocated to the course. At the end of this time the student either passed or failed with consequent possible damage to his self concept. By permitting students to complete the course at the speed best for each, all or almost all of the students should be able to reach course objectives which were properly stated and properly taught. (Session 8)

In permitting students to move at their own pace to reach behaviorally stated objectives, one encounters the problem of fitting this in to the current college structure. Suggestion was made that enough time be provided for the slowest student to reach the objectives, while at the same time stimulation and additional work was offered to other students who could move faster. The next course could then be sectioned at two levels, one for those who had met minimum objectives and one for those who had gone further. Because learning can take place without a teacher, the teacher can assist most by structuring situations for planned change and by encouraging and supporting the learner. Using words like "understanding," "knowing," "appreciating" were given as examples of poorly stated objectives. Better and more behaviorally stated objectives were ones like "identify the difference between," "construct a _____" or "compare and contrast ____ and _____." (Sessions 9 & 10)

Educational media has been found especially helpful to low income and minority students' learning because its use provides

more than one mode of presentation and comes closest to providing individualized instruction. The overhead projector which permits faculty to face the class and make use of both visual and auditory presentations at the same time is considered one of the best types of media. Audio cassettes and work books permit students to move at their own pace, to repeat material when they need it, and may be coordinated with visual presentations on selected subjects. Students can operate these devices on their own. Self testing devices can be added so that the student can guide his progress by how much he has already learned. When supplemented by an instructor who can answer students' questions, this recorded material comes close to being an ideal learning situation for the low income and minority student. The audio visual material can also be used for this type of student to reduce cultural gaps as the student can look at and listen to travel logs and presentations on art and music as well as content of his courses. (Session 11)

A balanced design for learning requires that teachers not only use media but various teaching techniques, one-to-one activities, small group and large group activities and so forth. Material should be multi-level, multi-area, and multi-media. Teachers should use discussion, exploration, and questioning. Some techniques which teachers can use involve role playing (to warm up the group, to communicate a problem or to change attitudes), round table discussion, panel discussion, buzz groups (where a specific problem is discussed for a limited time), and brain storming (when no idea is criticized and where emphasis is on quantity). (Session 15)

The teacher interested in improving his or her teaching will continually evaluate the teaching process. This includes not only a study of whether students have reached objectives and some assessment of the problems in the student but also some concurrent assessment of the process of teaching itself. There are several methods by which the teacher may obtain an analysis of his or her own teaching processes. Most of these involve recording the teaching on tape and playing it back and analyzing the play-back. Another method is to have one or more colleagues sit in class and record the analysis. Various conceptual categories can be used in this analysis, including description of what the teacher does such as, accepts feeling, praises, accepts students' ideas, asks questions, lectures, gives direction, and so forth. Other categories can be used to show what students did, that is whether they responded to teachers or other students. This analysis often reveals patterns in the teacher's operation about which he or she is not aware but which one can use to improve student learning. (Session 16)

Innovative and Special Programs for Low Income and Minority Students

In planning innovative programs, enough time must be given to work these out. Experience indicates this probably takes three years, with the first year carrying out a general idea, the second year providing some refinement and the third year being for polishing. Evaluation should of course be continued throughout the program. Innovative programs should raise questions about many of the current standards and how realistic

these are. For example: is it a real standard to require a student in secretarial science to be able to read her own short hand notes rather than requiring that the teacher should be able to read them? One must decide how much english a student who will be a fireman or nurse should learn, or how much arithmetic is necessary for a girl who will be operating a cash register when the machine does the subtraction for her. Helping students to take responsibility in various ways has been found helpful. Given objectives stated in behavioral terms, low income and minority students have been able to grade themselves. This is particularly helpful in increasing their ability to deal with reality. Some other innovative devices along these lines are the use of "guest cards" where a student is permitted to sit in a class as a guest. This permits him to see the content and decide whether he thinks he can handle it. Use of modular units of short duration (4 - 6 weeks) permits students to repeat courses almost immediately when they have had trouble passing them rather than having to wait a quarter or semester until the course is taught again. Laboratory methods of teaching courses like english and mathematics combined with considerable counseling by professional persons has helped to reduce drop out and failure rates. With low income and minority students the first three weeks of each quarter appear to be the critical period. (Session 13)

Other innovative programs are related to compensatory courses, supportive services, culturally related courses, and employment of students when they have completed their work. Experience has shown that students can learn basic skills like english in "carrier" courses like social science and history. More study of this kind of use for other courses is needed. Compensatory courses appear to have been most successful when no students are permitted to fail. When a student does not meet the objectives he can be given an incomplete grade thereby helping to improve his self concept. Peer counseling can provide him information about college life and various resources of the campus and assist particularly those students from deprived cultural backgrounds. Community counselors or persons who live in the student's neighborhood have been used to help learn why students may be absent or appear to have particular troubles in school. They often know about students' familial and financial situations. One way to reduce frustration of low income and minority students is to help with financial problems, provide peer and group counseling and help find jobs after the student graduates. (Session 14)

Questions which have been raised in innovative programs are such as the following: What is there about the physical properties of a classroom which makes it a sacred place to learn? Can students learn better elsewhere, for example, in the community? How can students learn best from other students? Can students help by becoming more active in designing courses for other students? New programs now being developed can place emphasis on being student centered and student created and student controlled as much as possible. One can help the student become involved in new interest areas, and help him see some of the realities of the life situation. Student evaluation of teaching is an important aspect of this kind of planning.

Having mobile counseling units which can go to the potential student or drop out is one way of helping students enter and continue in college. (Session 17)

CHAPTER IV

COLLEGE ENTRANCE PROBLEMS AND METHODS OF DEALING WITH THEM[1]

Session 1

An Example of a Health Screening Program
Warren McKenna, B.S.

Xavier has found that there are a number of health problems among their students that necessitate the University's own health screening program, even though students may have had prior health screening before admission. This is carried out as follows.

1. A report of a physical examination from the family doctor is required and the student is requested to supplement this by a family health history.

2. A chest x-ray and serology for syphilis is completed at the University by the State Health Department.

3. Every student gets a hearing examination by means of a audiometer and an eye examination (telebinocular evaluation). The audiometer has proven its value as a guide in making special arrangements for students with subnormal hearing, determining the fitness of a candidate for a particular activity and as a diagnostic aid. Referrals are made for otoscopic examinations when indicated. The Keystone Visual-Survey tests are binocular. This provides information on vision at both far points and near points and is particularly valuable, therefore, in checking the vision of students. These findings are especially important, of course, in vocational situations that make special demands on student vision or hearing.

4. Students cannot register until they get a health clearance card based on the above.

5. Students are brought back periodically for follow-up. If prescriptions are needed they are given these on the campus.

6. Once a week students have a prophylactic dental service. Every student must visit the dentist once in his freshman year.

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[1]The material for this session was presented at a panel discussion by two speakers: Mr. Warren McKenna, Director, University Health Center Xavier University, New Orleans, Louisiana (a predominantly black university), and Dr. Gene C. Hassinger, Medical Director, New Orleans Public Schools System. Mrs. Mae Charlton, of the East Jefferson Mental Health Clinic, Metairie, Louisiana (a suburb of New Orleans) served as moderator.

7. If the student needs psychiatric help, the University provides for the first visit.

Financing is provided through a student health fee which is part of the total student fee. Many physicians provide voluntary services.

The funccion of the University Health Service is to teach the student to be concerned about his health, and how to take care of himself, as well as to identify problems that may interfere with his college life. Thus Xavier sees the health service as teaching prevention and health care even when the student is not sick. Xavier believes that health education must be individualized and must not be carried out on a mass basis because people misunderstand if they do not get a chance to ask questions. Health insurance is not yet required but they would like the students to have this.

DISCUSSION

Discussion brought out that the most often found health problems have been respiratory ones, obesity, and oral ill health.

Xavier definitely believes that low income students have more health problems than other students. Those students in Xavier's compensatory "SEEK" program from rural areas have had more illness and have needed much more counseling with regard to their attitude to health than other students.

Most needed now, according to Xavier's future plans, is additional service on a 24 hour basis and an infirmary since the only bed care now is two beds in one dormitory.

In reply to a question on the cost, the speaker indicated that the student pays $7.50 a semester. Doctors are all volunteers. The state health department does the x-rays.

An Ideal Health Screening Program
Gene C. Hassinger, M.D.

In order to develop a program for health services in a school setting, it is first necessary to define objectives, develop a means of implementation, and determine a method of evaluating the total effectiveness of the program.

In a school where the majority of the students are from a family in the low income bracket and of a minority race, it is probably a valid assumption that very few of the students have had a continuing source of medical care. For the most part, any medical care that they have received has been crisis oriented, rather than medical care directed at promoting health and preventing disease.

Certainly any medical program is concerned with the total wellbeing of the individual, but in an educational setting particular emphasis is placed on discovering defects that would impair learning. Simply stated--a well child learns better.

A student should attain and maintain optimal physical and mental health in order to maximize his educational opportunity.

With this ideal philosophy in mind, we return to reality in the form of budget limitations. A well-planned program can return full value for the dollar spent. The design of the medical forms to be used is the initial step in planning. The medical history information and the details of the physical examination may vary depending on the age of the students or the reason for the examination.

The next decision is the determination of the person that will provide the required examination. In general, a student's private doctor is best suited for this task because he would be familiar with the past history and would be in a position to initiate any corrections necessary. However, as stated previously, low income families seldom have a primary physician directing the health care of its members. Therefore, other arrangements must be made for the examination of the students. In some areas, community health services may be used, or a physician may be employed by the educational system. To be of any value, the form completed in this examination should not just be filed, but should be reviewed by a health professional who will assist the student in obtaining correction of any defects noted.

Screening tests for vision and hearing are an integral part of a school health program. Follow-up of those who fail these tests is essential in an educational system.

Prevention and control of contagious and infectious diseases is a historical component of a school health program. It is still important. Immunizations appropriate to the age of the student should be required. Skin testing for tuberculosis with follow-up of positive reactors should continue for the benefit of the individual student, as well as for the protection of his associates. Obviously, students with infectious or contagious diseases should be excluded from school until the danger of contagion is past. Someone must be given the authority and responsibility for making decisions in these cases.

In addition to the provision of health services, an educational system, at any level, should equip the student with a background of health knowledge sufficient for him to make positive decisions for healthful living for the rest of his life. This, of course, is health education. Because knowledge in the health field is changing rapidly and the techniques of teaching it are improving, educators should constantly up-date their material in this area.

The cooperation of many people from various disciplines is essential for a well-planned, coordinated, and effective health program in an educational setting.

DISCUSSION

Discussion of Dr. Hassinger's report brought out the danger of fragmenting the student among the various health specialists. The suggestion was made that someone develop a

relationship with each student and help him or her to work on his health problems. This could be a faculty adviser, faculty counselor, or an advanced student in the college who could provide peer help. This person would help the student put together what the various specialists had said, help the student understand this material and thus develop a sound attitude to health. If this was a peer counselor, some training would be needed.

Further discussion brought out the need to know something about the health resources in the community and the fact that in some communities it might be necessary to develop health resources before an adequate health screening program could become operational.

Participants in the institute believed that at Delgado Junior College, as at most junior colleges, there was a need for a place where students with health problems could be referred. At the time of this institute, Delgado had no such resource.

The group recommended that some of Delgado's problems regarding health screening be handled by designating someone to study the community resources and plan according to Dr. Hassinger's suggestions. It was believed that a committee could be appointed to do this and that possibly a grant could be obtained to pay for expenses of this kind of study and planning.

Session 2[2]

Questions to be Asked in Constructing An Orientation Program[3]

Robert C. Gowdy, Ph.D.

In an attempt to develop an orientation program, one must first decide what the program is to be about. The following questions must be answered:

1. For whom is the orientation program intended?
2. To what is the person being oriented?
3. What is the program supposed to do?

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[2]The material for this session was presented by three persons: Dr. Robert C. Gowdy, Assistant Dean, Junior Division, Louisiana State University, New Orleans; Mr. Elias Williams, Dean of Men Xavier University, New Orleans; and Mr. James E. White, Director of Freshmen Studies, Southern University, New Orleans.

[3]Because of a failure of the tape recorder for this session, Dr. Gowdy's material was not recorded. He was not able to reconstruct his material but submitted the material above as an outline of his presentation.

4. Who is the staff to be?

5. What means are to be employed?

6. Is the program accomplishing what it is supposed to?

Orientation at Xavier University
Elias Williams, M.S.

The orientation program at Xavier is in three parts. The first part occurs before the students get to the campus, the second part is handled the first week on campus, and the third part continues throughout the first semester. Xavier believes this program has worked for the benefit of both the University and the student. The University learns about the students and the students learn about the University.

Two steps are taken before the student arrives on campus. First, the student is asked to write and send an autobiography to the University. Second, a group of sophomores are designated as big brothers and big sisters, each freshman is assigned to one of these and advised of this person's name. The student often corresponds with the big brother or big sister before coming to the campus.

During the first week there are five aspects to the orientation.

1. Large group assemblies are held during which maps and direction and other signs on buildings of the campus are described, and campus personalities are introduced.

2. Student problems are discussed, including financial aid. Over 80 per cent of the students at Xavier need some financial aid.

3. A placement test in English is given.

4. An orientation by representatives of the student government is provided, with the idea of getting the student involved in campus and city affairs.

5. Big brothers and big sisters help the students get settled in the dormitory.

During the first semester there is a freshmen seminar. Ten sections of small groups are set up. These sections discuss how to take notes, how to take examinations, how to use the library, and work on developing a vocabulary. There is some lecture and some discussion. They discuss social customs at Xavier. There is no dress standard, but they discuss what is generally worn. Occupational guidance is provided. Speakers from industry are brought in. Realities in the world of work are discussed. Counseling is provided on selective service, drugs, alcoholism and so forth without moralizing.

Orientation at Southern University

James E. White, Jr., M.A.

At Southern, orientation is seen as helping the student to take a fresh look at himself, as well as helping the student adjust to the community of the college. Four hundred freshmen entered in September and 150 in June of this last year. The June group received a modified orientation. The orientation this past year had six parts.

1. Welcome by appropriate faculty members, including introduction to the faculty and general information about financial aid and the student handbook. This was through a general lecture given all students.

2. A placement test in math and english was given. On the basis of these test scores the student was put in an honor section, a regular section, or a remedial section.

3. A mixer was held to promote social interaction.

4. An information program with parents was provided. This included those parents who responded to an invitation to this program and included about 75 parents and perhaps 50 students.

5. Pre-registration advice was provided with 5 counselors serving 450 students.

6. Freshmen Orientation 110, a one semester course was required of all entering students. This course covers academic standing, rules and regulations of the University, student organizations, library use, and current social problems, such as drug abuse, unemployment, future of the black colleges and so forth. Experts from New Orleans in these various subjects are brought in for help in planning.

Southern believes this plan needs modification and the following suggestions have been made:

1. That the course should include more than the traditional orientation presentations, such as study skills, social amenities, rules and regulation, use of books and library, academic preview, and career opportunities;

2. That the time alloted for orientation in the above described areas be reduced;

3. That current issues and present day problems should be included as an integral part of the total orientation program;

4. That more effective ways and means of studying for each course should be taught by individual instructors with the aim of reducing the large number of failures experienced by students. Although excellent information has been given about general study habits, there is a need for information regarding how to study for specific disciplines and succeed in specific courses in each subject of each discipline.

Suggested outcomes from these proposed changes would be to:

1. Make this course more relevant to student interests, needs, and abilities;

2. Provide challenging experiences which relate to the problem of students' present day society;

3. Create an atmosphere of student self-reliance, self-assurance, and self-direction, and thus help to develop individual competence in a contemporary society;

4. Develop ways and means for permitting students to experience satisfaction, success, security;

5. Make provisions for planning ways and means that would foster better comprehension, on the part of students for mastery of the rigorous academic programs.

The proposed course outline for the new course is as follows:

1. Class Period I: Academic standards

2. Class Period II: Rules and regulations

3. Class Period III: Student life and services--including student organizations

4. Class Periods IV - X: Familiarization with library (7 sessions)

5. Class Periods X - XVI: Discussion of current social issues (6 sessions)

Large group lectures (All Freshmen)

Small group discussions (sections)

It has been recommended:

1. That the course be offered on a "pass-fail" basis;

2. That the course be offered for one hour credit;

3. That the course be offered during the fall semester, only;

4. That there be a block of six Mondays (Using the Science Lecture Hall) from 11:00 a.m. to 12:00 noon for large group discussions.

DISCUSSION

Discussion of this presentation by participants brought out the following:

At Xavier, incoming freshmen students have a conference with the counselor. One of the male counselors reads the autobiography of male students and one of the female counselors reads the autobiography of female students which is submitted before the student comes to college. Each conference lasts as long as necessary but usually a minimum of 10 - 15 minutes is spent with each student.

All participants agreed that transfer students present a special problem for the orientation session and when the number of these is large enough some plans should be made for them. Plans for transfer students probably need to be different from those for beginning freshmen since they have had some college experience, and the orientation should probably focus on the particular college which they are entering rather than on college life in general. The group of participants agreed that something like this should be developed for Delgado and as a guide for developing this, students would be asked what they believed was needed.

There was general agreement that students' attitude to the orientation course would probably be improved if they received a passing grade for it simply by attending and if no tests were given.

A discussion whether personnel records on students should be shared with faculty led the group to conclude that these should be available if needed, but that faculty probably would not want to see all their students' records routinely. Students should understand when they prepare these records that they will be available to faculty.

The discussion for this session included considerable thinking on how Delgado could develop an orientation program of its own. The group believed that a talent show which Delgado had had in the past could be used as a mixer for orientation. Students could be asked whether they liked drama and music, and some could perform while others danced, talked, or watched.

A suggestion was made that a packet be prepared for students who applied for admission and that a handbook be prepared for students who came to the college for the first time. This could be given out at a group orientation session such as that held at Xavier. The participants liked the idea of a preregistration period such as Xavier had and appeared to settle on a two day period as appropriate to Delgado's needs. It was agreed this preregistration period should provide a summary of school facilities, courses students could take and some of the terminology of college life. Much of this could be given in a large assembly if it was followed by small group meetings where students had a chance to ask questions and meet individual faculty. The participants thought these small group meetings could be focused on various content areas such as english, business administration, etc. with students having an opportunity to meet with more than one group to learn something of the content and requirements of these various content areas. After orientation week, the group believed that a one semester orientation course should be scheduled that was similar to what Xavier had.

CHAPTER V

GENERAL LEARNING PROBLEMS AND USE OF SELF

Session 3

Learning Problems of Disadvantaged Students[1]

Walter Ehlers, D.S.W.

From the findings of some of the authorities working in the area of learning problems, we can learn not only what is known, but also the fallacies and myths that surround the subject area.

The findings of the Coleman Report,[2] the Institute for Developmental Studies,[3] the Rosenthal and Jacobson Study[4] and some of my own observations regarding Project Know How in Tallahassee [5] provide some data necessary for a better understanding of low income and minority students.

These summary reports of extensive studies must necessarily be overly terse and therefore will not deal with the subtleties.

The Coleman Report "Equality of Educational Opportunity," is a 737 page monograph that was commissioned by the Office of Education and completed by the Coleman team in 1966. It immediately became one of the most controversial pieces of educational research of our time. However, there is enough supporting evidence in at least four areas so it can act as a

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[1]The material for this session is from a lecture and presentation by Dr. Walter Ehlers, Professor of Social Work, Florida State University, Tallahassee, Florida. Dr. Ehlers spoke from his perspective as director of a grant aimed at special training of low income students in the graduate school by means of computer assisted instruction and his work on "Project Know How" aimed at upgrading the learning skills of low income students in Tallahassee, Florida.

[2]James Coleman, et. al., Equality of Educational Opportunity, U.S. Government Publication, 1966.

[3]Fred Powledge, To Change a Child, Chicago. Quadrangle Books, 1967.

[4]Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom, N. Y., Holt, Rinehart & Winston, Inc., 1968.

[5]Personal experience as a member of the research staff.

guide for a better understanding of and appreciation for learning problems.

First, the Coleman Report showed that difficulties in learning were related to being with classmates who also had learning problems, and often behavior problems as well.

Second, it pointed out the fact that children learn most from one another and that this "informal curriculum" exerts a very potent effect on the learner. For black children this means that being in an environment in which reading and writing are performed poorly results in even further depressing the potentially better student.

Third, the report concluded that a child is influenced by his classmates' social class background and aspirations (whether his classmates are white or black.)

Fourth, after examining school to school differences between the "best" and the "worst" schools, the report concluded that these differences apparently has less effect than were usually believed and that the major reasons for unequal academic achievement must lie outside the school.

This severely truncated version of the Coleman Report cannot answer all the questions the reader may pose. A reading of the full report and perhaps one or more appraisals of the document would be beneficial.[6]

A second major piece of research on student learning was done by the Institute for Developmental Studies.[7] Martin Deutsch, Director of the Institute, is quoted as saying that the parents of the disadvantaged are themselves distrustful of anything that goes on at a school setting.[8] After seven years of work the Institute personnel believe that low income and minority children can be helped, but with several qualifications. For example, enrichment of the curriculum leads to important gains, however, it is quite possible that early gains may be lost unless special enrichment programs continue through at least the first three elementary years.[9] In another portion a statement is made that "children who experience at least five years of institute-enriched classes will maintain their 'superiority' on various measures of achievement."[10]

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[6]See for example: Susan S. Stodolsky and Gerald Lesser, "Learning Patterns in the Disadvantaged," in Harvard Educational Review, Vol. 37, No. 4, 1967, pp. 546-593 and also: Christopher Jenks, "A Reappraisal of the Most Controversial Educational Document of Our Time," The New York Times Magazine, Aug. 10, 1969.

[7]See: Fred Powledge, To Change a Child: A Report on the Institute for Developmental Studies, Chicago, Quadrangle Books, 1967.

[8]Ibid., pp. 94-95.

[9]Ibid, p. 97.

[10]Ibid, p. 108.

A common thread in the Deutsch material is that the students must be given a chance to succeed. They need the experience of success. It is noteworthy that the Rosenthal and Jacobson study, although not directed to the same point, in effect allowed students to succeed. By "suggesting" or pointing out that certain students were "ready to spurt" the teachers actually made it possible for them to spurt! Much of the low motivation of the disadvantaged may be attributed to teachers who decide a priori that "the case is hopeless," that no progress may be expected, and then find that their predictions are correct!

In respect to the work of Project Know How in Tallahassee, one comment should be highlighted. In working with poor children, both white and black, it was necessary to help them "verbalize." Young college students acted as "verbalizers" and stayed close to the children (age 1½ to 3) for the morning hours of the pre-school. This type of stimulation (as in The Institute for Developmental Studies) may be expected to prove productive if continued on into the grade school.

With this background of facts from research in mind, the teacher can think of two sources of learning problems. These are the "interior" environment (what goes on in the mind of the student) which includes a feeling of pride, confidence, self-identity, motivation to learn, and the "exterior" environment which tells the student what society thinks of him and his parents. This relates to need for meaningful jobs, good housing, dignity, and value as a person as well as civil rights.

DISCUSSION

Discussion of this presentation led to the following:

Can teachers do anything about the exterior environment? The group agreed that the teacher could modify the exterior environment as far as the college itself was concerned, and could deal with the student in a way that it might modify his feelings about himself. The importance of specifying objectives, developing a method to reach each goal and of evaluating whether the goals were reached was discussed in some detail.

The speaker suggested the use of para professional or older students to help younger ones as counselors. (At this point the participants had some question about this plan; however, by the final week of the institute they appeared to find it a sound approach and were very interested in trying it at Delgado Junior College.)

The speaker discussed computer assisted instruction and how this permitted the student to proceed at his own pace to make up for gaps in his knowledge. The participants agreed that gaps in knowledge of low income and minority students were considerable, but this did not mean these students were necessarily less intelligent or able to learn.

Session 4

Conscious Use of Self in Teaching the "High-Risk Student"[11]

Larry D. Pool, M.S.W.

The student which this workshop has labeled as "low income" or from a "minority group" can better be referred to as the "high-risk" student. The phrases low income and minority force one into defining the conditions etc. which describe and document a state of deficiency. If caught up in this, the teacher has committed the errors of focusing on weaknesses rather than strengths, of raising doubts and uncertainties rather than conveying expectations of adequacy and positive experiences. Regardless of how weak a student may be, a positive orientation toward him, at any educational level, can identify the present stance of the student[12] and to focus on these strengths that can be identified.

Conscious use of self will require that teachers made a decision as to which traits or behaviors of the student they will begin to respond to. Teachers who are behaviorally oriented will want to reinforce things which they want to see increase in frequency (by conscious specific things the teacher says and/or does) recognizing that those behaviors (statements, acts) which are not reinforced will at the same time go through a process known as extinction.

Some of the concepts for this session include: 1)teaching attitudes effect learning, 2) there are positive and negative teaching styles, 3) there are behaviors which should be praised while others should be ignored,4) clear and specific behavioral objectives should be a guide line to teacher reinforcement,5) there are certain patterning aspects of teaching and 6) games and role playing may be helpful in teaching.

Do teachers intervene or enter into a teacher-student relationship at a level or in a fashion whereby the outcome, as felt by the student, is one of support and understanding? The question here is not so much as to the desired outcome but whether or not the teacher takes initiative or places responsibility for teacher-student interaction on the shoulders of the student. How much initiative does the teacher take? What if a

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[11]The material that follows is from a lecture and discussion led by Mr. Larry Pool, Lecturer, School of Social Welfare, Florida State University, Tallahassee, Florida. Mr. Pool spoke from his background as consultant to the school social work systems of Florida and neighboring states where he had often discussed this topic.

[12]By the phrase "to identify the present stance of the student" is meant his attitude toward learning, his attitude toward whether or not he will be given an honest chance to express himself, etc. as well as his understanding of academic skills he does or doesn't possess.

student seems to be avoiding the teacher? If the teacher observes that a student is involved in a destructive or failure oriented pattern of activities does the teacher have a responsibility to get to know the student, to try to influence and bring about a different activity pattern?

Some teachers may feel junior college students are adults who should be responsible for themselves, and that to succeed or fail is thus completely up to the student. Not so! Teacher attitude has been found through research to be a highly important variable that influences students.

In many instances what one expects greatly influences what one finds. Rosenthal and Jacobson in the text, Pygmalion In The Classroom[13] suggest that teacher expectation is a more important influence on the extent of the students' success in learning than even the quality of materials being used. For the qualified and creative teacher the students' previous lack of academic success and the lack of available resources are at worst only inconveniences, not barriers. Teachers who instruct the high risk student must believe basically that the student can learn and wants to learn. Such teachers are interested in supporting student success. Their concern is to avoid student failure.

One suggestion for helping to avoid student failure is to allow a student to work at his own pace. Do not routinely hold every student to a semester or quarter schedule. Allow a student to finish one-half of a course one quarter and the second half the following quarter rather than having to repeat the total course the second quarter. The beginning, unsure, hesitant student has thus been accomodated in a manner which has been receptive of his needs and interest. The teacher has started where the student is and moved one step forward.

Rosenthal and Jacobson showed that students do well where the teacher expects they will. Rosenthal reported after tests that rats performed far better when the experimenters were told falsely that the rats had been specifically bred for intelligence. After the tests the experimenters confirmed the fact that this was true. However, the same rats consistently turned in poor performances when the experimenters had been told that they were dull.

A similar test involving school children resulted in similar findings. Randomly selected students in first and second grades of a San Francisco elementary school made up the research population. Teachers were told that these students looked like real "comers" and that tests the students had taken indicated strongly that these students would make significant gains in their learning during this school year. Rosenthal believes that his test provided important evidence supporting the common thesis that many students, particularly minority group children, turn out dull because their teachers expect them to be dull. In the case of the elementary children, the teacher perceived these children as intelligent because they expected to see intelligent behavior.

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[13] Op. cited.

Other studies have shown that when teachers are compared, some are more positive than others in the frequency with which they positively reinforce student participation. In a paper by Dr. Charles Madsen, "Rules, Praise and Ignore,"[14] teachers were found to be able to increase the frequency of their positive responses to students once data had been collected which described their present behavior for them. Although all the teachers in his study perceived themselves as positive teachers there was a great difference in the frequency of their responses when observed for 20 minute data collecting periods.

Consistent with the above approach would be the fact that if teachers are going to praise students and give them recognition for performance they will want to conscientiously identify those behaviors which they feel lead to success. In other words what are those things teachers want to see a student doing over a period of time. The next step is to take every opportunity to be specific in commenting on what is expected and clearly reinforcing this behavior as it is expressed by students. A teacher wouldn't just say to a student, "you did a great job in class today." What does that mean? Instead, one might say to him, "you gave some very clear, specific examples in class today. It was excellent the way you asked a question of your classmate to get him to be more specific."

Interesting teaching techniques which can help the teacher to increase interaction between students and to promote spontaneous verbal discussion are role playing and the use of academic games. Role playing is when students act out what they feel would be the behavior, attitudes and feelings of a given person in a given situation. Discussion can involve the student who has taken this role as well as those observing. Gaming is the use of game rules, points and penalties to record interaction between students or teams of students around an educational unit of learning. An excellent resource is the book by Raser, Simulation and Society: An Exploration of Scientific Gaming.[15] In addition to developing game theory he provides many examples of gaming in use in educational settings and includes an extensive bibliography which is helpful in following up on some of the resources he mentions.

DISCUSSION

Questions from the group led to specific suggestions how desirable behavior could be reinforced. The instructor provided examples of what a teacher could say to a student. "I appreciate the way you look at me when I am lecturing as it helps me to know whether you understand what I am saying," or "the fact that you interact with one another is a good way to learn."

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[14]Charles M. Madsen, Jr., "An Analysis of the Reinforcing Function of Sit Down Commands," Unpublished paper, Florida State University.

[15]John Raser, "Simulation and Society, An Exploration of Scientific Gaming," Allyn and Bacon, 1969.

Participants raised some questions whether it was possible to be as flexible as the speaker suggested and some pointed out that they believed that it was necessary to be more structured with the student to prepare him for the real world which they considered to be less flexible. This was especially true among the teachers from the trade and technical school. The group reacted positively to the point that the student should trust the teacher. All agreed that the student behavior in the classroom was a better indication of whether he needed help than details about his background.

CHAPTER VI

TESTING FOR AND DEALING WITH SPECIFIC LEARNING DIFFICULTIES

Session 5

The Use of Tests with Minority Groups and/or the Academically Disadvantaged[1]

Mohammed J. Shaik, Ph.D.

It is not infrequent for a college, in an effort to provide maximum services to students, to develop a very sophisticated testing program. Besides serving the clientele, the use of many and varied types of instruments to evaluate students tends to classify the institution among the academically elite.

Before designing a testing program, however, the following questions need to be answered:

1. What trait or quality is it that the institution wishes to measure?

2. What is the composition of the group and/or experiential background of the persons being evaluated?

3. In consideration of the two foregoing questions, what is a valid instrument for measuring the traits in question?

4. What use will be made of the information obtained?

Individuals assigned the tasks of developing institutional testing programs are usually aware of those traits which appear to be conducive to success at their particular college. Because there are a vast number of commercially prepared instruments on today's market, finding tests designed to measure these traits is not a difficult job. When there is doubt about the value of an instrument, much assistance can usually be secured by reading current evaluatory and research reports.

Probably the greatest problem arises when one compares the sample of the population on which these tests were standardized and the individuals or groups with whom we wish to use them. In testing students from minority groups or academically disadvantaged backgrounds, it is necessary to first learn

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[1]This material was presented by two speakers, Dr. Mohammed J. Shaik, Director of the Division of Education, Xavier University, New Orleans, Louisiana, and Dr. Wesley Jay Hansche, Psychology Department, Tulane University, New Orleans, Louisiana.

something about the social, economic, and cultural environments of the individuals before trying to evaluate their academic level or potential. In order for testing programs to contain some measure of validity, they must be geared to the experiential background of the individuals being tested.

Although a test may have a high coefficient of validity and reliability, it is often very inadequate when used for testing students from minority groups. There exists little relationship between the individual experiences which the various test items are designed to measure and the life-styles of the individuals to be evaluated. We then do these students a further injustice when we evaluate them according to a set of norms which are totally inappropriate for them.

Since tests are tools which should assist an institution in more adequately performing its functions, when administered to students from minority groups the use of the results should be carefully considered. One could fairly well guess without giving a test that these students do not meet the norms established for the population in general.

What then is the philosophy of the college regarding the education of students from minority groups and/or educationally disadvantaged backgrounds? Does the institution use test results for screening purposes, to empirically demonstrate that these students do not belong there and thus eliminate them? Or, as a college, is it truly dedicated to a teaching function? Is it using tests to determine levels of academic achievement, problematic areas, and strengths and weaknesses of students for the purpose of implementing its program?

If a college is to accept minority and/or academically disadvantaged students, it is necessary that its curriculum deviate considerably from the status quo. It should reflect remediation, individualization, and above all innovation. Through its programs, the institution demonstrates acceptable educational pedagogy since it builds upon the students' present level of development. Here, indeed, it performs a service since the measure of a good school is not how competent the student was when he arrived but how he is evaluated when he leaves.

DISCUSSION

Questions to Dr. Shaik after his presentation brought out the following:

Modern testing is about 50 years old and may be divided into three categories: aptitude, achievement, and personality tests. All tests are "fallible" but some more so than others.

Tests can measure "reasonably well" what a person knows, less well what he is interested in and only poorly what he is and what he may become. Thus interest tests are less accurate than knowledge tests, and personality tests are less accurate than either. All tests should be used in connection with other measures.

Further caution was given that in talking about tests one should not talk about tests in general, but only about specific kinds of tests for specific purposes.

The central purpose of tests are twofold:

A. To help the student understand himself. Emphasis is on helping him to understand and not coerceing him to do so.

B. To help educators make judgments about the students. Tests give only information and this information must be considered in accord with other information in making decisions. Tests do not make decisions.

Because the college population is less homogeneous as compared to 20 years ago, testing may be less meaningful than in the past. Tests are but samples of behavior, and subject to sampling errors. Test scores are influenced by innate ability and by the exposure the individual has had.

Testing From the Institutional Point of View as Opposed to the Counseling Point of View[2]

Wesley Jay Hansche, Ph.D.

Dr. Hansche discussed differences in testing from the institutional point of view as opposed to the counseling point of view.

From the counseling point of view, regardless of whether the score is high or low, the test score is used to plan something for the individual. He may be counseled toward or away from something. From the institutional point of view, the test score is used to plan for groups. In this case certain groups are selected and others are left out.

Admissions testing is used to predict the probability that a student will "get a C average." These are not IQ tests but tests for scholastic ability. Each college has to decide which tests predict best for the population of students applying to it.

The most common tests are called the ACT (American College Test) and the CEEB (College Entrance Examination Boards); the SCAT (School and College Ability Test) by ETS is also well known. Each school must work out a probability estimate of the likelihood of the student completing college work, basing this on certain tests and the student's grades, and then decide which tests to use and a cut-off point for each test.

There are various kinds of "usage" tests, such as an english usage test, mathematics usage test, a social studies test that measures evaluative reasoning, and a natural science test that measures critical reasoning and problem solving in the

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[2]Dr. Hansche did not provide a summary of his presentation. Thus the material here is a summary by the Director of the Institute from the transcription of the tape.

natural sciences. All these were described as power tests where the student has as much time as he needs.

Dr. Hansche stressed that test scores must be interpreted in the light of other material. Persons above any critical score that was set as a cut-off point for admission to college might be admitted on the basis of test results but for persons below the critical score, one must find extenuating circumstances.

Some of the Delgado faculty had questions about setting a critical score and indicated it conflicted with the open door policy.

This led to a discussion of various policies on admission:

1. Open door policy where everyone was admitted;

2. Putting the applications in order by test scores or some other criteria and deciding on a cut-off point.

Some Delgado faculty members raised the question: why should Delgado try to predict success if the college had an open-door policy. Discussion indicated that even with an open door policy tests could be used for educational diagnoses and planning the level of courses and curriculum. The idea of using testing diagnostically in this fashion appeared to be a new one to Delgado faculty.

The speaker pointed out that placing the student in a remedial section might be treating the symptom but not the cause of the trouble. Students with low scores could get help from the counselor to find out why they scored low. All agreed that it was difficult for teachers to talk to students about problems because of heavy work loads and because of students' fears of committing themselves.

Some teachers believed tests could be useful to guide students away from certain content. The faculty disagreed on this. The speaker commented that he did not believe that students' abilities were unrelated, that current testing theory showed the abilities in different areas were related and that if this was so, it was unlikely that students would have difficulty or be unable to learn one subject and not another. While there might be some individual differences, much could be overcome if the student proceeded at his own pace.

Session 6

Handling Practical Classroom Problems of Low Income and Minority Students such as Difficulties in Following Directions, Lack of Skills, Attitude to Learning[3]

Melvin Gruwell, Ph.D.

It is basic that all persons learn in the same way--through the senses. It is also basic that experience sharpens the sense that is used in any given experience. The nerve endings are brought together and patterns are formed. Obviously a lack of experiences will create a situation so that when compared to another individual who has had many varied experiences, one concludes that a "disadvantaged" situation exists.

Much has been written about disadvantaged learners. Most accounts include indications that they are:

1. Oriented to the physical and visual rather than to the aural;

2. Content-centered rather than form-centered;

3. Externally oriented rather than introspective;

4. Problem-centered rather than abstract-centered;

5. Inductive rather than deductive reasoners;

6. Spatially oriented rather than temporally oriented;

7. Slow, careful, patient and perserving in areas they feel are important;

8. Inclined to communicate through actions rather than words;

9. Deficient in auditory attention and interpretation skills;

10. Oriented toward concrete application of what is learned;

11. Short in attention span, experiencing difficulties in following directions;

12. Having significant gaps in knowledge and information, with this tendency to be cumulative;

13. Lacking experiences of receiving approval for success in tasks.

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[3]Dr. Melvin Gruwell, Department of Education, Tulane University, New Orleans, Louisiana, presented this material.

While these deficiencies are major, this kind of student may have the following strengths:

1. Less sibling rivalry than in middle class families;

2. A tendency to have a strong concern for the welfare of others;

3. Less susceptibility to status and prestige factors;

4. Accepting of responsibility at an early age;

5. Possessing superior coordination and physical skills;

6. Being physically and visually oriented;

7. Relating well to concrete experiences;

8. Having a lack of learning sets so that few patterns will need to be altered.

With these few basics a teacher can begin to organize the teaching-learning experiences to provide a maximum use of the senses. The multi-sensory approach to teaching-learning becomes crucial.

Learning strategies should be organized to capitalize on moving from the concrete to the abstract.

Use non-verbal communication to motivate and stimulate verbal responses, recognizing the fact that language usage is learned and is refined through usage. Disregard the errors. Compliment and reinforce the correct responses. Recognize that they understand more language than they use.

A number of factors are identified. Learning experiences must be many and varied. Multi-approaches to a single learning task may need to be used. Some critical elements are:

1. Self-concept;

2. Language;

3. Environment that counters learning experiences of the school;

4. Lack of sensitivity to the teacher;

5. Limited school-community communication network;

6. Limited multi-culture experiences;

7. Wide disparity between teacher expectation and acceptance of students.

Under these conditions visual media can play a great part in extending the vicarious learning and will utilize the visual-oriented learning patterns of the student. Abstract explanations have little meaning. No two low income or minority students will respond to exactly the same stimuli with the same

intensity, thus teaching-learning patterns must be individualized providing for a much slower rate of exposure. The reinforcement interval must be much shorter than usual and have a greater intensity.

DISCUSSION

The discussion after Dr. Gruwell's lecture brought out the following points:

One of the better ways to improve learning of the low income or minority student is to involve him in the decision making processes of the institution. The speaker pointed out that decisions are based on the substantive knowledge of the student and that he can increase this substantive knowledge by participating in decision making.

Another suggestion was to break down learning into pieces and to reward progress on each piece. There appears to be more advantage for the low income student to carry out exercises in class rather than taking them home where he may not only be unable to get help, but may find that he is actually prevented from working because of home conditions. In answer to a question, the speaker indicated that some anxiety might be helpful to students, but not so much that they cannot handle it. The teacher might need to create some anxiety when it is not present and to reduce anxiety when it seems to interfere with learning. The speaker further suggested that a class could be divided into subgroups on the basis of some preassessment of the class. He suggested that a test could be used for this purpose and that even if the tests were not valid they tended to show relative rank. He would then propose that the instructor try to deal with these groups at different levels. The speaker believed that a structure for learning should provide reinforcement such as drills and class exercises and that this was better than a permissive situation.

Schools should be like a real life experience, with the student participating in planning. Students who were going to school and working at school-related jobs would probably be meeting their "now" need for reinforcement. While work-study appears to have been developed originally to provide students with funds, it appears to have large secondary benefits in that the student can see the applicability of what he is learning.

Dr. Gruwell suggested that teachers might give a comprehensive exam in the first or second week of the class and then have frank discussions with the students on their reactions to their scores. He thought some students who did poorly on this could be asked to drop the class and go into a "holding structure" where they would get remedial or compensatory work. Others could then move ahead with the class. The idea was to separate those who could complete a semester's work in the time alloted from those who could not and to have the student participate in this decision.

Students who scored high might be given a passing grade and could be exempted from the course or move on to another course.

It was agreed that letting top students go on and moving disadvantaged students to a compensatory course reduced the range of the course and made for better teaching.

CHAPTER VII

HEREDITARY AND ENVIRONMENTAL INFLUENCES--CLASS OBJECTIVES AND REMEDIAL WORK

Session 7

Hereditary and Environmental Influences Affecting the Learning of Low Income and Minority Students[1]

Alvin L. Bertrand, Ph.D.

The sociological approach to the study of social problems, whatever their nature, begins with the assumption that human behavior is patterned and predictable, and therefore subject to study in the interest of change. Furthermore, all social interaction is seen as taking place within recognizable social structures, which have an idealized component (culture) and a concrete manifestation (social organization). Said another way, individuals are conditioned to behave in certain ways as a result of having participated in particular social systems, such as families, gangs, schools, and communities. The behavioral characteristics of so-called low income and minority persons must be explained and understood in this context.

Work with the low income and minority student, from the sociological viewpoint, calls for the following additional basic insights:

1. The behavior patterns which such a person has learned are those necessary to survive in his environment, but they are usually inadequate for life and competition in a middle-class school or occupational setting.

2. This makes it necessary to develop remedial programs for resocializing these individuals and at the same time calls for particular strategies in the implementation of these programs, such as specially prepared teachers and counselors.

3. The expenditure of time and effort on behalf of these individuals is socially justifiable in terms of increasing the individual's potential for productivity and happiness, and increasing the potential for achieving total societal goals of higher levels of living and of opportunity.

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[1]This session was largely a lecture by Dr. Alvin L. Bertrand, Department of Sociology, Louisiana State University, Baton Rouge, Louisiana. Participants had originally requested that this material be scheduled earlier, but due to difficulties in scheduling it was changed to this period. The material was considered sufficiently valuable to warrant its use even though presented later than planned.

In terms of specifics, the teacher or counselor who plans to work with low income students must develop an appreciation for and an understanding of their life styles and of the problem of prejudice which they face. The primary indicators of the life styles of the disadvantaged are:

1. their patterns of interaction--that is, who the persons are with whom they associate; the concepts of reference groups and significant others have relevance here;

2. the nature of their symbolic possessions--that is what they seek in the way of consumption items, including their tendency toward immediate gratification;

3. the nature of their symbolic activities--such as what they do for recreation, what gathering places they habitually seek, and what type of behavior has high prestige in their evaluation.

Studies of the above patterns tend to indicate that the life styles of the low income students are characterized by four distinctive themes:

1. fatalism which is manifested in a fierce feeling of helplessness;

2. an orientation to the present, which makes it difficult to comprehend the value of saving or of deferring wishes and desires;

3. a tendency toward authoritarianism, both in their relations with employers and other classes, and in their conduct in the home and among peer groups;

4. a tendency to think and to comprehend in terms of concreteness, with abstract notions being difficult for them to grasp.

The problems of prejudice which are inherent in the introduction of these students into a "normal" middle class educational or community setting are those of social distance and stereotyping. The former is indicated by obvious feelings of discomfort in social relations. These feelings are inspired by group differences in race, age, socio-economic status, etc. and are reinforced by a fear of the reaction of one's primary group associates. Stereotyping is characterized by the use of identities or labels to characterize a total group. These terms are generally related to feelings of superiority and hostility.

The challenge to the teacher or administrator who works with low income students is to help the latter develop new self-concepts. This means helping them solve their role problems such as frustration and inadequacy by providing them with the proper social and occupational skills. The latter must be accomplished without creating unrealistic expectations, which have a potential for developing into crises of a personal or group nature. This challenge does not represent an impossible task. Studies have shown that role-models, such as teachers and counselors, can profoundly influence those with

whom they work and help even the most culturally deprived to achieve a sense of accomplishment and of belonging.

DISCUSSION

Most of this session was spent with Dr. Bertrand providing the material above. However, the discussion brought out the following points.

Sociology has some concepts which can be used not only to help the low income and minority student but also to serve as models for change. The following are examples:

Role inadequacy occurs when an individual is asked to do something and does not or cannot reach the norms for this objective. This often leads to deviant behavior. One way to deal with this is to lower the demands of the role and thus reduce frustration.

Role frustration differs from role inadequacy in that the student knows how to get the job done but does not have the facilities available to him. For example, the student may have a situation which requires looking up something in an encyclopedia and he knows how to do this but does not have the reference. The speaker pointed out that the answer to this is not to make assignments for which students do not have facilities or that will frustrate them, or to obtain the facilities before the assignments are made, so these would be available.

Role ambivalence refers to situations where two reference groups offer different ways of doing something. For example, a student from a prejudiced home may be asked by his class whom he'd like to work with, and will say no to a student from another race. This puts him in a conflict situation since one reference group, his family says no and another, his classmates say yes. This could be handled by bringing this situation consciously to the student's attention, and letting him see the conflict so he can make a decision about what he wants to do.

Role boredom refers to a situation where one group is moving too fast for another. This could be handled by asking the faster student to help the others or by dividing the students into two groups so they can work at their own pace.

Another suggestion which resulted from the discussion was to help the low income student find "significant others." Thus, he has someone that he can use as a model. It is best that this be someone from his own group with whom he can identify. Discussion here suggested that former Delgado students might be brought back to talk to current students and become role models.

The speaker pointed out that the self-concept is as strongly rooted in the family as in the individual. Some families expect too much and some expect too little. This led the discussion to how some group work with the family might help if resources would permit it.

Session 8

The Relationship Between Setting Educational Objectives and Remedial Work for Low Income and Minority Students[2]

Louis Barrilleaux, Ph.D.

Beyond the lack of general agreement on purposes, there is a need to describe with specificity the minimal anticipated outcomes of instructional programs. Without this precision, neither the instructional program nor the student's progress can be effectively evaluated. Some consequences: an amazing tendency to defend almost any program because there is no standard against which to measure performance, and the charge that most preparation programs are irrelevant since the establishment of appropriate outcomes has typically not been thought through.

The ambiguity of projected instructional outcomes or objectives adds to the problems of the learner from low income and minority groups. While the affluent child may learn to cope with this ambiguity and his environment may permit him to make necessary adaptations, the instructional disadvantagement of the learner from the lower income and minority groups is simply intensified when there is a lack of a clear notion as to what it is that he is supposed to be able to do as a result of instruction.

Teachers of minority and low income students have a unique need for instructional materials, and time to develop instructional programs based on performance objectives and centered about the following three dimensions of learning outcomes.

1. Cognitive--Selection of intellectual essentials and the problems of establishing learning sequences.

2. Affective--Unique problems and techniques in the improvement of attitude toward learning.

3. Psychomotor--Problems and successful approaches in the development of skills in vocational and technical fields.

Rather than instructing low income and minority groups at an assumed level of competence, the establishment of performance objectives and criterion-referenced evaluation permits the instructor to diagnose and prescribe individually--a major characteristic of a professional instructor.

DISCUSSION

Discussion brought out both additional details related to Dr. Barrilleaux' presentation and some other materials. For example, the cognitive dimension of learning was said to have

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[2]The material for this session was presented by Dr. Louis Barrilleaux, Assistant Director, Center for Teacher Education, Tulane University, New Orleans, Louisiana.

different levels ranging from the recall of facts to their synthesis. The speaker also pointed out examples of behavioral objectives and indicated that there were two kinds of tests that could be used for these. The first was the norm reference test which was inappropriate in many instances.[3] Discussion revealed that the problem with this kind of test was that it did not provide a diagnosis of the student's educational needs.

The speaker raised the question how many students needed to fail if placed in the proper group according to his ability, that is, in a group according to an educational diagnosis of the student's needs, and the group agreed that they did not think any student should fail in such a situation. He then discussed what he called the criterion reference test.

This is a test of how well the student knows certain material. The major difference in this and the norm reference test is in the use of results. A statement of course objectives would be a logical guide for this criterion reference kind of test. This kind of test, unlike the norm reference test, can be used for a single individual. The speaker emphasized that the criterion reference test was an important alternative to the norm reference test.

Course objectives were said to provide a guide for preparing criterion test items. Behavioral objectives contain action words like list, identify, construct, interpret. The objectives should include the conditions under which the behavior is carried out and the level of performance required. Some examples of terminology used in constructing behavioral objectives were given: "distinguish between; solve a problem about; identify areas in; construct, give a list of; state or recall; compare or list similarities or differences." He compared these with non behavioral objectives like "to develop, to understand, to appreciate, to apply feeling for."

There was considerable discussion of the differences for students between having objectives like "understanding" and ones stated in behavioral terms.

Reasons for writing behavioral objectives are twofold:

1. to evaluate the instructional program by means of criterion test items. If students do not learn these it may be the instructor's fault;

2. to provide a basis for revision of the instruction. The speaker said when behavioral objectives were properly stated, 95 per cent of the students should achieve 90 per cent of them. The group had difficulty accepting this and there was considerable discussion of this. However, the speaker's explanation that behavioral objectives could be set for short periods like a week or a month helped to clarify this.

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[3] This referred to the kind of test which placed students in a rank order according to preestablished norms.

The speaker stressed an important difference at this point. He said that the well established curriculum with behavioral objectives no longer honors time as a constant. This means that the objectives themselves are the constant for each student. Each student is expected to reach these but not necessarily in the same amount of time. In the usual curriculum, where time is a constant the students learn different amounts of the objectives so that the objectives are variables. He suggested that time should be the variable and the objective should be the constant.

This led to an exciting discussion. Some teachers thought this could be done in teaching trades, but not in academic courses. Others thought it was related to the number of students the teachers had. There was discussion how this could be worked out under the usual teaching structure of a semester. Did the student wait until the end of a semester if he finished earlier or should the semester be changed so that the student could start a new course during the semester? Difficulties in scheduling flexibly were discussed, but all agreed this was an exciting idea.

As the speaker moved to discussing affective dimensions he said this is where one enters the learners' system. During the initial stages, hope is that the learning will have a good emotional impact. Through the emotional impact, cognition is influenced and through cognition the psychomotor actions by which we know whether objectives are reached is developed. The speaker said one would hope the student at least likes the subject as much when he finishes as when he started.

There was discussion at this point of the problem of the threat of failure and how this influenced the student's attitude. The group agreed that the low income and minority groups are particularly influenced by attitudes of others and by their own self concepts. For example, expecting a portion of students to fail could possibly cause failure.

This led to discussion how teachers could give more security to the student by providing non verbal cues of their liking and respect. The speaker pointed out how helpful this could be to the student to feel that he was liked and wanted, and how this could help him move into the cognitive area. There was considerable discussion here and some attitude change appeared to take place in the group.

The discussion concluded by the speaker pointing out that it was through psychomotor activities as shown in behavioral objectives that the student demonstrated what he had learned.

CHAPTER VIII

FORMULATION OF OBJECTIVES IN BEHAVIORAL TERMS AND SELECTION OF APPROPRIATE LEARNING EXPERIENCES[1]

Maurice Dutton, Ph.D.

Sessions 9 & 10

The two days were planned to utilize "experiential learning" as opposed to lecturing. Through modeling this form of "teaching-learning" it was hoped to illustrate its superiority especially with low income and minority students. Small group process, learning through self discovery, and programmed (audio-visual) materials were all utilized as well as structured discussions designed around a problem solving format.

Teaching the Disadvantaged

The participants were divided into two groups. Throughout the morning of the first day they developed definitions for (1) teaching, (2) instruction, and (3) learning. These definitions were then shared and discussed. The primary purpose of this exercise was to point up the different roles of the teacher and to emphasize that no matter what the teacher does, learning is done only by the student. Learning may take place without a "teacher." The primary purpose of a teacher is to assist the student in the learning process by structuring learning situations for planned change, by stimulating the learner, and by encouraging and supporting the learner.

The importance of experiential learning situations was stressed in the materials distributed and discussed.

Remedial Programs and Basic Studies

The afternoon of the first day focused on examining the philosophy and major goals of Delgado Junior College as they

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[1]The speaker for both of these sessions was Dr. Maurice Dutton, now employed by Associates for Research in Business, Education, and Computers. Dr. Dutton was formerly director of a program to train rural teachers of low income and minority students in Texas and prior to this was Assistant Dean of Students at Trinity University in San Antonio, Texas.

Dr. Dutton's presentation was aimed at stimulating discussion and attitude change, and helping the participants learn to develop behavioral objectives related to their own work. He brought material which provided questions to which participants could react and examples of good and poor behavioral objectives. The group was asked to revise these and to operationalize some of the poor objectives as well as they could. Dr. Dutton's own summary of what he tried to do is presented first and is followed by the summary of the discussion.

related to the low income and minority student. Special attention was focused on programs which resulted from the philosophy and major goals of Delgado that were especially designed for or which gave special services to these students.

Different remedial programs were compared to and contrasted with the various basic studies programs being conducted across the country.

Planning Educational Goals and Behavioral Objectives

The second day was spent utilizing some programmed (audio-visual) materials on educational goals and on writing instructional objectives in behavioral terms. In addition to the programmed materials several structured exercises for recognizing the writing of behavioral objectives were used.

DISCUSSION

The group readily accepted the idea that student behavior should be changed and that learning took place with or without a teacher. While not all of the changes in learning were behavior (and some could be attitudinal as well) all agreed that attitudinal changes must be shown by behavioral changes, as this was the only way one could make observations of what had taken place.

In a discussion of how teachers could help students to reach the goals set, there was considerable emphasis on being able to structure programs so that students could move at their own pace. Students at Delgado had asked for an ungraded system. So far individual teachers had tried various innovative devices to help students move at their own pace, and hoped that further work by the College on this could move forward.

In discussing an ungraded system, questions led to a discussion of what was meant by failing or passing. After some discussion, this led to agreement that passing should mean that the student had mastered certain concepts and demonstrated this by behaving in certain ways rather than just moving on.

One of the best ways for this ungraded system to fit in with the present system appeared to be to provide enough time for the slower student to reach an acceptable standard of performance. Other students could reach this level earlier and move on to higher levels. Thus, within a semester or quarter, students could be expected to complete a certain amount of learning or more. For both the group who completed the minimum and those who had moved further, the next quarter could contain courses at various levels into which each group could move.

The second day of this presentation was taken up with each teacher working on behavioral objectives related to his own course or a subject he was teaching. The group became aware of the difficulty in translating certain ideas into objectives. The instructor suggested they concentrate on the verb or a noun equivalent in a statement of objectives and they were shown how to do this. There was discussion exactly what were

the indications for understanding such as being able to name, to describe, to discuss, and so forth. All agreed that objectives should be stated in terms of what the student did and not what the teacher did.

The group agreed that words like understanding, knowing, appreciating and so forth were poorly stated objectives, while those that said "identify the difference between" or "construct a _____" or compare, or contrast were better.

At the end of the two days the speaker summarized how he saw the teacher as an "assistor" in learning and as an enabler. He believed that media had an important role with low income and minority students but that the teacher had to help the student make effective use of media. The advantage of behaviorally stated objectives is that one could know what to expect of the student and when the student had reached these.

CHAPTER IX

USE OF EDUCATIONAL MEDIA

Session 11

Educational Technology in Instruction[1]

W. J. Quinly, M.A.L.S.

Those of us who are concerned with instruction have a number of concerns, principal among which are:

1. Dropouts. The 29 per cent of our youth who do not finish college, who have fewer job opportunities, and who stand to lose some $350,000 in life income.

2. Ability of the teacher, or is teaching a profession? The NEA is resisting the imposition of any standards upon the evaluation of instruction and/or productivity, and the teaching profession has not developed standards of professionalism that are found in most professions. What other profession could fail 29 per cent of the time and not face suits for malpractice?

3. Course objectives. Few teachers have defined their course objectives, stating what the student is to learn, why he should learn the prescribed information, or what he should do with this knowledge.

Students should have access to the final test for the course, so that they will be aware of what they are expected to learn from the course, but most faculty prefer to keep the objectives, if any, a secret.

4. Single mode of presentation with no alternative paths to learning. It is reported that 85 per cent of our instructors teach from the textbook, and most textbooks are written for the teacher instead of the student. As a general rule, if you understand the text, you pass. If you fail to understand the text, you fail. There are no alternative paths to learning the same body of knowledge. Most faculty have not taken the time

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[1]The material for this session was presented by Mr. W. J. Quinly, Director of Information of the University Media Center, Florida State University, Tallahassee, Florida. He spoke from a wide background of experience in the use of media in many settings.

to develop a teaching program, but are as a physician with only one cure.

5. No pre-test for entry behavior. It is assumed that all students have achieved the same level of competence and have identical backgrounds when they enter the class. Students with subject matter deficiencies are not identified, and those with a prior knowledge of some of the material to be covered in the course are required to sit through a second presentation, wasting time that could be better spent in more productive activity.

6. Cumulative ignorance. Some students are permitted to continue through school, although they have not achieved the level of reading or understanding which will permit them to read the material designed for their current grade level. Their ignorance is compounded.

7. Testing. Most instructors have no concept of proper test construction, and without course objectives, it is difficult to properly delineate between those who have passed and failed. The "curve" tells only how much the student learned in comparison with his classmates, not how much he learned of the course content.

Far too many students are subjected to pen and pencil tests of skills.

Media in Instruction

The ultimate in instruction is individualized programs, but this is not feasible in the majority of situations. The alternative is to improve classroom instruction in order to permit the student to "see what you mean," and give added impact to the lesson by providing auditory experiences to support the visual impact. Retention is dramatically greater when both the visual and auditory senses are involved.

In the marketplace are literally hundreds of thousands of films, filmstrips, pre-recorded audio and video tapes, slides and transparencies available to the classroom instructor. There will always be a place for locally-produced materials, but one should determine first if usable material already exists to save the expense and delays of re-inventing the wheel.

The most useful of all audiovisual devices is the overhead projector with transparencies. It permits the teacher to face the class, may be used in a lighted room, permits the development of material or ideas through the use of overlays, and serves as a chalkboard while retaining the material previously presented on an acetate roll.

Colored pens and pencils are available, both permanent and water soluble. Transparencies can be produced on most office copiers, transparencies and spirit masters can be produced on the thermographic (3M) office copiers, and the permanent slides in color can be produced on conventional blueprint equipment.

Independent Study

It is becoming obvious that increasing emphasis is being given independent study as a possible solution to the problem of individual differences in learning rate, academic interests, and learning schedule.

Audio cassettes and workbooks provide the easiest avenue to independent study. Pre-recorded class lectures, supplemented by printed material permit the student to study at a time of his choosing and at his own rate of progress, with opportunity for necessary repeats of material when desired. Each lesson can incorporate a review or testing session so that the student can evaluate his progress. Periodic seminars with the faculty member permit the student to question and discuss the material presented previously.

Faculty members find that although the recorded lessons require them to develop new materials, their lectures are more explicit and the presentation which previously required an hour can be given in 35-40 minutes.

When visuals are incorporated through the use of synchronized tape-slide presentations, there are usually more slides presented with better coordination, since the problem of scheduling the screen and equipment are eliminated.

Faculty members find that the time previously spent "presenting" can be better utilized by upgrading the discussion periods or counseling students.

Members of the administration find that the demand for classroom space is lessened since the class meets together only once a week, and that the actual cost of instruction can be reduced. Of greatest importance is the fact that the student generally prefers the auto-tutorial approach.

There are three general types of recorded material:

1. Lectures: Class lectures, instruction on equipment operation, lab preparation, background information for tours, recorded student presentations for review or self-evaluation, etc.

2. Resources: Living history, interviews with notables, experts, professional presentations, convention reports, etc.

3. Exercises: Shorthand, language drills, rote learning, etc.

Portable Videotape Recorders

Among the most versatile of the audiovisual devices is the portable videotape recorder. Using the VTR, it is possible to record both the audio and video on any presentation for either immediate replay or subsequent use. Since the videotape may be used for over 500 plays, the tape cost of each recording or replay is only about 60¢ an hour.

With these units it is possible to record skills, whether in the operation of a lathe or a golf swing; visiting lecturers, or any other presentation in color or black and white wherein both the audio and visual are important.

The development of the video cassette will permit us to use video materials both in our homes and for independent study. Their development should be watched with the greatest interest.

DISCUSSION

The discussion that followed this presentation was partly demonstration of various equipment to the faculty and partly answers to their questions about it. The faculty had an opportunity to participate in the use of this media.

The instructor showed the use of the overhead projector and how to make transparencies for it. He demonstrated tape presentation and the use of cassettes in teaching and learning. He talked about the "programmer" and how this could be used to coordinate visual and auditory material. The use of the responder, a piece of equipment where the students write answers to questions on an IBM card which later could be used for testing or teaching, was then discussed. This machine permits the student to move from one question to another at a rate previously determined by the teacher and, if desirable, only when he answers correctly the previous question.

The discussion brought out the following ideas. The use of media appeared to be particularly helpful to the low income and minority student in making use of more than one sensory input in learning and particularly in expanding his horizons. It permits him to listen to tapes of music, to see travel logs and other material which he would not otherwise see.

The speaker referred the group to the "Westinghouse Learning Directory" available from the Westinghouse Learning Corporation, 100 Park Avenue, New York, N. Y., 10017 which lists over 200,000 kinds of media.

In response to questions, the speaker indicated that he thought the copyright laws would permit teachers to make transparencies from books for use with the overhead projector for class room use if credit was given to the author and if they were not sold. The speaker showed various sized drawings with different parts in different colors. He discussed the use of these drawings in "progressive disclosure" and how teachers could make use of this to help the student focus on various parts of the drawing that the instructor wanted to emphasize.

In terms of the future, the speaker saw considerable more use of media. He saw video tapes as likely to be used a great deal more. He visualized more computer banks of data and more use of the computer in teaching, pointing out errors, and providing remedial materials suitable for individual student needs.

At the conclusion of this discussion participants had an opportunity to try to use various pieces of media equipment in two sessions of two hours each.

Session 12

Session 12 was used for an evaluation. See page 72.

CHAPTER X

EXPERIENTIAL REPORTS ON CURRENT PROBLEMS AND PROGRAMS WITH LOW INCOME AND MINORITY STUDENTS

Session 13

Instructional Innovations and Special Compensatory Programs[1]

Carol Zion, Ph.D.

The factors that make for a successful student are student ability, student motivation, faculty skills, faculty motivation, and real standards rather than artificial standards. The speaker suggested that in trying to help students one must concentrate first on which of these factors was most amenable to change.

In helping low income and minority students, experience at Miami Dade Junior College has shown that the first three weeks are critical. It is during these three weeks that the student is most likely to lose interest or "be turned off." The speaker suggested trying to help the student reach his dreams and ideals as much as possible and not to try to move the student to reality too much too soon.

The speaker believed it was important that faculty look at whether their standards were real or artificial. She indicated there had been many instances where she found artificial standards that tended to make students lose interest or make it difficult for them to proceed. An example she cited of an artificial standard was asking students to be able to take a test without their books and notes, when in real life the student would have the books and notes available to him on a job; or to ask a student in secretarial science to write shorthand that was clear enough for a teacher to read, whereas on a job the secretary would only need to be able to read her own notes. The faculty must look carefully at the kind of criteria for mathematics and english that should be used for a student who is going to be a fireman or a nurse. The speaker raised the rhetorical question whether it was necessary for a student to be able to add mentally if she were going to work as a clerk with a cash register or adding machine.

At Miami Dade, which has had considerable experience with low income and minority students, and has attempted many

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[1]The material for this session was presented by Dr. Carol Zion, Special Assistant to the Vice President, Miami-Dade Junior College, Miami, Florida. Dr. Zion did not present a summary of her material and the following is thus an abstract of recorded material from her presentation and discussion.

experiments and innovations, considerable has been learned about how to help and hold the interest of this kind of student. The following material was brought out partly by questions and partly by Dr. Zion's presentation.

A. First one must give any new plan time to become effective. Dr. Zion believes that at least three years were necessary to put a new teaching plan into effect. In the first year one might flounder, in the second year errors could be largely eliminated, and the third year could be used for polishing the product.

B. Experience has shown that whatever was helpful to the low income and minority student was probably also helpful to other kinds of students.

C. The least effective method of teaching is lecturing. Use of media appears to have a high rank among successful methods. With media however, one must not leave things up to the student but one must have interaction with and after the media between student and student and between student and teacher.

D. Dr. Zion discussed an experimental method with students who had learned to work in groups and grade themselves. She pointed out how this was possible once the teacher worked out criteria for student use. She had moved from letting the students grade only 25 per cent of their work to making her own contribution only 25 per cent of the grade while the students contributed the other 75 per cent through self-grading and peer-grading. She has found that student grades compare closely to hers and believes this is important in helping the student develop a realistic feeling toward the course and particularly in helping the student learn how to deal with authority.

In answer to questions, Dr. Zion indicated that the criteria she gave students covered such points as whether the student looked at other student points of view, whether the student made a contribution to the group, whether he changed the subject too often and went into irrelevant areas, how much interaction there was, whether reports had enough detail, and whether the detail covered was that expected.

E. Students were not put in classes according to their background. They had more success in mixing students with both good and limited backgrounds together and setting the pace of the course to the pace of the slower students and expecting the other students to move ahead at a faster pace.

F. In the compensatory courses, the student was permitted to take as long as he liked and whenever he reached the objectives, he received a passing grade.

G. Miami Dade has made use of "guest cards" as a device to help students have more realistic expectations. Many students appear to aim too high. By permitting them to sit in on certain courses that they think they might be interested in (as a guest) they thus find out what is expected. Then, if they enroll they do so on the basis of realistic knowledge of what is expected.

By having the student make the choice, he is helped to develop further maturity of judgment and the proper attitude toward authority.

H. The counseling program has had a vital role in the success of most of the students. It is used not only to place students properly in classes but also to help the student decide whether he goes into a compensatory course, into the junior college courses or into community college courses, all of which are different levels of education at Miami-Dade.

I. Administration, faculty, and students must communicate and be involved in any change. This involves more than just approval from one level to another but actual discussion in some informal way. Just as faculty must not pounce on the students, administration must not pounce on the faculty.

J. Use has been made of the "modular approach" which is a three or four week unit that a student can complete. If the student has difficulty in completing a unit he can go back and repeat it without having to wait for the next semester for the course to be taught again.

K. Whenever possible, a laboratory method of teaching has been used. This means that there is an opportunity to do many of the exercises in the classroom where someone is present to help the student. Not only math and english are being taught this way but they are experimenting with other courses as well.

Session 14

Problems and Solutions in Meeting the Needs of Low Income and Minority Students at Malcolm X Junior College[2]

Floyd Dubois, M.A.

This one-day workshop presents some problems, indicates how these relate to persons working in the field of junior college level programs, and involves the participants in problems relevant in helping minority students to achieve success in college.

A college must define its goals, policies and philosophies. As it does this, these are useful as guidelines that recognize and attempt to upgrade a large segment of the country's population. Students whose education has suffered from crippling circumstances that prevent utilization of their academic potential need assistance, support, and encouragement from many resources.

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[2]This session was led by Mr. Floyd Dubois, Director of Counseling, Malcolm X Junior College, Chicago, Illinois. Malcolm X is a predominantly black junior and community college. In his presentation, Mr. Dubois provided a number of questions which were answered in the discussion that followed.

Some methods relating to furthering academic success are forms of compensatory education, supportive services, the collegiate programs, and methods of teaching culturally related courses for the minority student.

Students, faculty and administrators must be involved in development of programs needed for improving academic competencies through compensatory education:

A. Identifying students and selecting criteria for participants.

B. Improving and developing innovative teaching methods and materials of course work to be in such a program.

C. Providing special supportive services.

D. Means of seeking evaluation and follow-up of students.

Participants should discuss and find answers to the questions: How can employment be obtained when students complete collegiate T & O programs?

Related to this are other questions: How can feasibility studies be made to determine what vocational programs are needed? What should be the relation of supportive courses in vocational programs? What different problems occur for students in the T & O programs, problems such as transferability of credit, articulation with other colleges, etc.?

The institute's participants should deal with the problem of culturally-related courses that may further the college success of the minority student. They should answer questions like: How can our students benefit from culturally-related courses? Who should teach such courses, black or white instructors, or non-racially identifiable faculty? What kinds of courses may be offered and what credit transferability should they have? Should such courses be required in all curricula? What races of students may attend such curricula?

DISCUSSION

After going over the questions above, the group discussed each topic in turn.

All agreed that putting students into compensatory courses on the basis of test scores was a biased method of assigning them, but in the absence of a better method that this probably should be used. At least the test scores provided some kind of rank order in terms of what was expected in the outside world. The speaker believed that tutorial help and learning some of the basic skills in "carrier courses" such as learning english in social science and history courses was a better plan than remedial courses in the subject of english itself.

The speaker discussed a number of supports for the compensatory program and methods of helping the student. No student is permitted to fail, and peer counseling and community

counseling are available to help him. Informality and as few rules and structure as possible are used.

No student fails. If a student does not finish a course, he is given an incomplete and theoretically may finish it at any later date. This often serves as an important motivational device. In practice, students do not remain in college if they have earned no credits for two semesters. However, they can return under certain conditions.

Peer counseling makes use of other students who operate on a paid basis to help their student peers. They provide information about college life, about how students can find their way about the campus and on the various resources of the campus, how to use the library, how to study and so forth. They get instructions in school policies, in the use of campus resources, in grading, in attendance requirements, graduation requirements, etc., so they can help other students. They report problems to the professional counselors.

The community counselors are persons who are familiar with a block or area in the city and its residents. These persons are not necessarily professionally trained as counselors but are leaders in their area and help the student with family and environmental problems. They can often be contacted by the peer counselors or the professional counselors for help in finding out what is causing some students to have difficulty in school.

Attendance is not required but peer counselors try to help the students who are not going to class. The first three or four weeks of the new semester is critical. This is aimed at the approximately one-third of the class who may drop out during this period. The peer counselor often works with the community counselor and may go to the student's home when a student is not attending regularly. In response to questions, Mr. Dubois indicated that Malcolm X does not feel that going to students' homes is an infringement on student rights or privacy. He believes that when a student decides to attend college, he gives the college a right to help him in every way possible.

In moving to the question of student employment after finishing school, there was discussion on how low income and minority students often did not want to take jobs in the service occupations. Faculty at Delgado Junior College indicated that this was similar to a situation some years ago among almost all students who attended college who considered that they did not want to "dirty their hands." Some Delgado faculty felt that industry was now training executives by starting them in menial and service jobs, and it might be necessary to help young people to recognize that taking a service job for a limited time was not necessarily a loss of status.

The black studies program was discussed and belief was expressed that this probably should no longer be a separate program. Information about black heros and about black life should be a part of various curriculum areas and each of the courses should contain some content on this subject.

Other factors that help in retaining students in college were brought out. These were adequate financial aid and

providing interesting activities to students. At Malcolm X they attempt to pay for jobs at school with a pay scale that is competitive with the community. Otherwise students leave college and go to work. They try to provide other interesting outside activities for students such as work with art and media, and on the newspaper.

CHAPTER XI

IMPROVING TEACHING SKILLS

Sessions 15 & 16[1]

Laura Traywick, Ph.D.

A school is three things: people, ideas, and a place, in that order of importance. A balanced design for learning will include both student selected and teacher determined activities. There will also be one-to-one activities, small group activities, and large group activities in the classroom. The materials will be multi-level, multi-media, and multi-area. The teacher will use varying methods, including discussion, exploration, and questioning.

Questioning may be employed for:

1. Clarification (Will you explain that a little more?)

2. Qualification (All animals? Is there a time when that is not true?)

3. Elaboration (Tell us some more about what they do because I'm not sure yet how that fits in.)

Techniques which the teacher can use in the classroom include student involvement, group process, and role-playing (simulation). Some purposes of role-playing are:

1. To warm-up a group, to get involvement;

2. To communicate a problem, something real to talk about;

3. To test various ways of solving problem etc.;

4. To change attitudes.

There is a difference between class talk and a class discussion. Students need to be able to talk to each other and to develop the ability to work well in groups. The groups need to be heterogenous and establish rules for discussions. These

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[1]These two sessions were led by Dr. Laura Traywick, of the University of South Carolina, at Columbia, South Carolina. In the first session Dr. Traywick discussed how to improve teaching skills and techniques. In the second she explained "interaction analysis" as a method that teachers could use to study and improve their own teaching and see how this could be improved.

rules may be abandoned when competency in group work evolves. Disagreements among group members are usually due to a difference in definition, information, or values. Students need to learn to pose questions as well as answer them.

Some types of discussion experiences are:

1. Round-table discussion. This is composed of from three to eight people, including a moderator.

2. Panel discussion. This discussion also includes a moderator, but it is more formal and more audience-oriented than the round-table discussion. Each member is cast in the role of an authority on the subject. The members may role-play, or they may question the audience.

3. Buzz groups. Each group is composed of five or six members, which may include a chairman and a recorder. A specific problem is discussed and there is a limited amount of time to arrive at an answer or response.

4. Brainstorming. This discussion is a means of releasing group creativity. The theory is that mass production of ideas will yield some good ones. The four basic rules for brainstorming are:

   a. No idea may be criticized, evaluated or rejected during the session.

   b. All ideas are acceptable.

   c. Emphasis is placed on quantity of suggestions.

   d. Group members may add to, combine or improve the ideas of others.

Even if the teacher employs varied methods and techniques, the students may still "tune out" the teacher at times. This may be due to the students' egocentricity, boredom, or the teacher's voice, irrelevancy of the lesson, etc.

Do we listen to all that we hear? Listening extends hearing through reaction, identification, and thought. Listening involves recognizing sounds, giving them meaning from one's experience, reacting to or interpreting them, and integrating them with one's knowledge and experiences. Our listening may be passive-appreciative, attentive, or analytical. Hearing does not guarantee listening! The teacher must aid the student in developing listening skills.

Do we every truly perceive all that we see? We probably only perceive the messages that seem important to us. We receive more messages through out sense of vision than through the other four senses. We place great confidence in what we see and the messages are rich in detail.

Students' perceptions are influenced by their background of previous experiences and they may ignore a stimulus until they know the meaning to give to it. A student may also recollect his feelings when he was last confronted with the

stimulus and react accordingly. The impact of a stimulus may be weakened by its overuse. The effective teacher will break the habit of one style of presentation and wisely use a variety of instructional materials, including audio-visual aids.

The teacher interested in improving his effectiveness will continually evaluate his teaching. One method frequently used for analyzing teaching behaviors is the Flanders System of Interaction Analysis. The ten categories in this system used to code happenings in the classroom include teacher talk, student talk, and silence or confusion. The teacher talk categories further emphasize the direct and indirect influence of the teacher. These emphases help the teacher understand his role in the classroom and give cues to aid his concept of desirable teacher behavior. Interaction analysis can assist in creating in a teacher an awareness of his habits, methods of teaching, and behavior in the classroom, with an eventual modification of his behavior toward his goal..

DISCUSSION

The discussion of the first day brought out some additional details related to the various sections of Dr. Traywick's paper mentioned above.

Specific methods by which student discussion could be improved were brought out. For example, the teacher could help the student become aware of what he was doing as he was doing it, such as talking too much or not enough; the teacher could set an example for the student and explain how she was doing this so that students could imitate her. The honest teacher would find that honesty helps to stimulate discussion. Some classes need encouragement and some need restriction in discussion.

Participation could be encouraged by asking students to talk to the group rather than the teacher. The group could be helped to forget that the teacher is present. The teacher could give the students a lead by asking a question that stimulated their thinking. Student knowledge about a subject on which students were knowledgeable could be recognized and students could be asked to bring this knowledge to class. Permitting some impulsive interruptions is one way to help avoid overstructuring a situation.

During the second day, the group learned about "interaction analysis" and listened to a number of tapes of teaching sessions. They practiced using this analysis system for coding these tapes of teacher and student behavior and learned to apply this analysis to their own work. Dr. Traywick explained that teachers could tape their class sessions and then use this analytic method of assessing their own teaching skill.

The speaker explained that there are many ways of analyzing teacher behavior and a number of different ways of attempting to code what was happening in the class. As a beginning, she suggested the Flanders system which used ten codes. Later teachers could develop more descriminating codes if they wished or find some other system. In some systems the

teacher coded at a certain time interval, for example every three seconds. In other systems, the teacher coded every sentence. In this particular exercise teachers were asked to code every three seconds as to what kind of behavior was going on in class.

Of the ten categories, categories one to seven referred to the teacher, categories eight and nine to the student while category ten referred to silence or confusion.

Dr. Traywick pointed out that the allocation of seven of the ten categories to teachers' behavior was deliberate because the primary purpose was to help the teacher learn what she was doing and how she could improve her own teaching.

The code and descriptions of the ten categories of behavior were described as follows:

1. Accepts feelings--including reactions to and clarifying student feelings

2. Praises or encourages

3. Accepts or summarizes student ideas

4. Asks questions

5. Lectures

6. Gives directions

7. Criticizes or justifies authority

8. Student talking in response to teacher

9. Student talking--initiated by student

10. (Coded as 0) Confusion or silence.

When teachers have doubt about which of the codes to use, Dr. Traywick suggested they code in the category most distant from the center of the scale, that is the category most distant from category 5.

After practicing this coding on a number of tapes which Dr. Traywick provided, the group agreed that it was particularly useful in comparing teaching of low income and minority students with the teaching of other students. It would tell the teacher whether she was doing what she wanted to do or she could let someone else listen to her tape and get help with it. Dr. Traywick explained how teachers could look at the coding for various patterns such as combinations of 4, 8, and 2 which showed that the teacher asked a question, the student responded, and the teacher praised. Or a code 9, 2, and 9 would show that the student initiated the comment, the teacher praised and the student initiated another comment. These represented different kinds of classroom situations.

CHAPTER XII

SPECIAL PROGRAMS AIMED AT THE LOW INCOME OR MINORITY STUDENT

Session 17

Some Assumptions Underlying Special Programs and Examples of These[1]

Donald Peterson, M.A.

Attention should be directed to some of the assumptions upon which educators in general, and junior college educators in particular base all or most of their courses, programs and/or behavioral objectives. For example one should study such rhetorical questions as, "Is standard english a viable instructional objective? Is there an instructional objective which preceeds "standard" english proficiency? What is there about the physical properties of a college classroom that makes of it a "sacred" place of learning? Might not the learning experience be moved off of the college campus proper? Might not students learn more, more freely, from other students? Why cannot students sensibly and realistically design their own courses of study?" Serious consideration of these questions could lead to the need to rethink some of the pat answers and smoothly honed generalizations used in education today. The life-experience and world-view of youth today are sufficiently unique as to require new approaches and attitudes on the parts of educators--some even acknowledge this point as parents.

Some programs and educational alternatives in which I have been centrally involved in my various professional activities are as follows: These activities and/or programs fit the speaker and the college concerned but could be inappropriate for the participants' school; these ideas are catalytic rather than prescriptive. The participants ought to look for their own appropriate answers, alternatives and/or innovations.

Among the programs in this context are:

1. City College of San Francisco Experimental College
2. Mini-College at DeAnza College, California
3. Disadvantaged Youth Project
4. Core-Curriculum at Chabot College, California
5. Community Learning Center, Brookdale, New Jersey
6. Basic Studies Program, Tarrant County JC, Texas.

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[1]This session was led by Mr. Donald Peterson, Instructor and Coordinator of the Experimental College, City College of San Francisco. Because of a failure of the recording equipment, this material is made up of Mr. Peterson's summary plus some notes he left with the Director.

Special emphasis is placed on the following points at the CCSF Experimental College:

1. Student-centered and student directed;

2. Students involved in curriculum design;

3. Students able to get involved in interest areas not offered by regular college;

4. Serves as a sounding board for desired or needed changes in curriculum;

5. Faculty members can pilot courses;

6. It provides a free and risk-free atmosphere for the new, unique, unusual and creative.

Because of the success of the Experimental College, it was possible to propose and bring about the following student-centered or student-directed programs or committees:

1. Draft-counseling

2. Tripartite committee on student governance

3. Course and teacher evaluation

4. Student Advice Center

5. Child-Care Center

6. Book Exchange

7. Film Series

8. Speakers forum.

In planning for students, special and particular attention should be paid to the unique aspects of college students today, e.g., increased low-income student population, drugs in the classroom and on the campus, and the counter-culture mentality.

Material on the Mini-College at the DeAnza College, Los Altos Hills, California (Richard J. Rios, Consultant) indicated that this program was for Mexican-Americans. They aim to identify special needs of Mexican-Americans, particularly those who have finished high school and could not attend junior college because of financial reasons and those who had dropped out of high school. This program was planned to increase junior college enrollment by means of precollege preparation programs which included teacher aid to help some students complete high school and some work with languages that might be needed.

Material on the Mobile Counseling Vehicle at Contra Costa Junior College, revealed that this college had a 24 foot mobile home divided into two sound proof offices. This brought a counselor to low income and minority individuals and provided counseling which appeared to be aimed at helping them get junior college remedial programs.

CHAPTER XIII

EVALUATION

Three evaluations were carried out during the course of this institute. The first was in November to get reaction to the September and October sessions and see if the format for presentation was satisfactory. The second was at mid course to learn what other material was needed. The third was the final evaluation to determine if the institute had met its goals.

The first evaluation was by means of an informal discussion with the committee representing the participants and was held in November, 1970. During this discussion the committee expressed satisfaction with the progress of the institute and requests were made for more emphasis on practical teaching problems and solutions to these rather than theoretical material. This resulted in some rescheduling of some sessions and changes in others.

The second evaluation (or mid-term evaluation) was at session 12, slightly more than half way through the institute. This was carried out by means of a questionnaire which revealed that teachers considered most helpful those instructors whose sessions dealt directly with improving their teaching and less helpful those who provided background material on low income and minority students.

This questionnaire asked which instructors they had liked or enjoyed most and from which instructors they learned the most. (A copy of this is in Appendix C). There was almost a perfect relationship between what teachers liked and what they considered most useful.

The help by Dr. Dutton on behavioral objectives was ranked highest both in terms of liking and usefulness. Next was Dr. Barrileaux's general discussion on this subject, followed by Dr. Gruell's material on handling practical class problems. Dr. Hansche's material on testing was closely ranked next. The smallest vote of confidence was given to material on orientation. Other instructors were ranked about equally in the middle of the scale.

After completing these questionnaires at the mid-term meeting, an open discussion was encouraged to obtain suggestions for content that the teachers wanted at future meetings. The following suggestions were made and were incorporated into later sessions by locating instructors who could present material of this kind.

1. Participants wanted to know what other institutes were being funded by the Office of Education and what content was being presented at the meetings.

2. They wanted to hear about new and innovative techniques with low income and minority students.

3. Related to this was an interest in efforts to develop undiscovered potential in these students.

4. The group asked for speakers who "had been on the firing line" that is those who had engaged in actual contact with low income and minority students and were speaking from practical experience.

5. The group wanted to hear about what they considered were three kinds of students; those who were ready for junior college, those who would be ready when they completed compensatory work, and those who might have some potential but who were not yet ready for compensatory or remedial work.

The final evaluation was carried out by means of a questionnaire in three parts and completed at the eighteenth session after all instructors had presented their material. A mailed questionnaire was also sent to students of participants.

The first part of this consisted of narrative answers to eight questions asking for the chief strengths and chief weaknesses of the institute as seen by participants, what changes they would suggest if the institute were to be replanned, what they learned most and what they contributed most to it, and what could be brought to other teachers by them. The last two questions were not about the institute itself but attempted to get at attitudes by asking indirect questions. These questions asked if teachers would be interested in attending other similar institutes and what changes each participant would recommend at Delgado as a result of their experiences in the institute?

Three questions then asked participants to scale on a 10 point scale:

A. Value of the institute to each

B. Extent of knowledge they gained about the problems of low income and minority students in general

C. Their feelings about these students.

The third part of this questionnaire asked teachers to indicate how much they had learned about each of the topics presented in the institute, and whether this had helped them to deal with problems related to these topics. They were asked to reply to these questions by using a 4 point scale graded adjectively into "much," "some," "little," and "none."

The questionnaire as a whole required approximately one hour for teachers to complete.

Results of an analysis of the first eight questions were as follows.

The chief strengths of the institute were seen as the speakers themselves (by about a third of the respondents), and the variety of actual experiences that they brought (by another third). Next, was the freedom to talk about and discuss the various subjects, and the atmosphere, purpose, and efforts of staff.

Chief weaknesses were reported as a feeling that the institute was too general, and that it should have had more focus on the low income and disadvantaged student rather than on general problems of teaching (about one-quarter of respondents), and that it should have more practical rather than theoretical aspects (about one-quarter). Other responses were about equally divided among comments that the speakers did not understand Delgado's particular problems, the speakers came from too many varied situations, that the participants themselves were too varied in their interest and background, and that some of the participants did not attend or involve themselves in the institute sufficiently.

If the institute was to be planned over, changes suggested were quite varied. About one-third said they would hope that more teachers would know more about Delgado Junior College, and about the same proportion wanted instructors to have more practical knowledge of the topic being presented. About the same proportion asked for more and broader content and believed that the institute would have been improved by broader participation from faculty from other colleges.

The most important idea learned from the institute appeared to be understanding of the low income and minority students and the recognition of the relation between student attitudes and faculty attitudes and student problems. This was noted by over half of the respondents. The next most frequent comment was recognition of the individual nature of the student's problems and the specific teaching skills that they acquired to help with these problems, by almost all the remainder.

Most participants had difficulty in telling what they contributed to the institute and limited this to their attitude, attendance, or participation in discussion. A few indicated that they thought they had been able to be helpful by bringing some of the general problems specifically down to Delgado's needs through their knowledge of the institution. Some of the members (apparently from the community) indicated they thought they had contributed their knowledge of community problems.

Almost all participants believed they could bring to other teachers more understanding of the low income and minority student, especially recognition of the problem of attitudes of teachers to students as well as students' attitudes to others. The next most frequently mentioned topic was specific ways of better teaching these students.

Three out of four respondents indicated that they would be very much interested in attending other institutes. About 15 per cent were neutral and about 10 per cent were negative.

Most important change which participants thought should take place at Delgado as a result of the institute was more and better counseling programs, including helping teachers to learn more about how they could guide students to the counseling services. (This was mentioned by almost half of the respondents) Next most important was better orientation for students and more individualized instruction. This latter included comments such as the moving at the students' pace, better grading, individualized study, developing behavioral objectives, and disseminating what had been learned to other teachers by another half.

On the second part of the schedule, most teachers or about two out of three rated the institute as more useful than not. About a quarter said it was the best use that could have been made of their time.

About the same proportion, two out of three, rated themselves as having learned something about many problems or considerable about all kinds of problems.

The same proportion described their attitude as very sympathetic to these students. No one reported little sympathy to them.

When asked about the specific learning about each of the subjects covered in the institute, though there were some negative comments about sociology and about too much theory, the subject which respondents reported as learning the most about was hereditary and environmental influences on learning of low income and minority students. This may have been because this was covered not only in the sociological lecture but was a basic idea throughout many other sessions. Next most learning was achieved on formulating and writing behavioral objectives. Least learning was achieved, according to reports from participants, on how to handle physical problems of students, use of tests for teachers to obtain an educational diagnosis, and about other federal programs aimed at helping low income and minority students. Except for these reports, learning about other topics appeared to be relatively uniform. About one-quarter of the participants tended to say they had learned much, about one-half had learned some, and about a quarter reported they had learned little or none. The frequency distribution for each of the topics into these adjectival descriptions is listed below.

12. What are the physical disabilities low income and minority students bring to college and the impact on their education?

    7 Much 15 Some 3 Little 0 None 0 Absent 0 Blank

13. How to handle these physical and educational problems of low income and minority students.

    4 Much 10 Some 9 Little 1 None 1 Absent 0 Blank

14. Problems in planning orientation and introduction to college life for low income and minority students.

    8 Much 10 Some 7 Little 0 None 0 Absent 0 Blank

15. How to handle problems and how to plan orientation for low income and minority students.

    5 Much 11 Some 7 Little 2 None 0 Absent 0 Blank

16. Knowledge of low income and minority students' problems with unequal opportunities and poor self concept.

8 Much 15 Some 1 Little 1 None 0 Absent 0 Blank

17. How to handle the above problems in junior college.

5 Much 12 Some 7 Little 1 None 0 Absent 0 Blank

18. Kinds of educationally limiting student classroom behavior.

3 Much 13 Some 4 Little 0 None 4 Absent 1 Blank

19. How to handle student behavior not condusive to learning and how to let the low income and minority student know what behavior is desirable.

5 Much 12 Some 4 Little 3 None 1 Absent 0 Blank

20. Meaning and use of ACT (American College Tests) and other educational diagnosis tests.

3 Much 14 Some 6 Little 2 NOne 0 Absent 0 Blank

21. Use of tests by teachers to get educational diagnosis.

1 Much 13 Some 7 Little 2 None 1 Absent 1 Blank

22. Typical low income and minority student limitations in skills and attitudes toward learning.

6 Much 13 Some 6 Little 0 None 0 Absent 0 Blank

23. How to handle the above problems.

1 Much 16 Some 6 Little 2 None 0 Absent 0 Blank

24. Hereditary and environmental influences affecting learning of low income and minority students.

11 Much 8 Some 4 Little 0 None 2 Absent 0 Blank

25. How to deal with hereditary and environmental influences on learning in the classroom.

3 Much 11 Some 4 Little 3 None 4 Absent 0 Blank

26. Relationship between goals or objectives and remedial work for low income and minority students.

9 Much 11 Some 4 Little 1 None 0 Absent 0 Blank

27. How to utilize goals or objectives in providing remedial work for low income and minority students.

6 Much 12 Some 4 Little 3 None 0 Absent 0 Blank

28. Value of formulating objectives in behavioral terms for low income and minority students.

9 Much 11 Some 3 Little 1 None 1 Absent 0 Blank

29. How to write behavioral objectives.

9 Much 6 Some 5 Little 1 None 4 Absent 0 Blank

30. Value of the use of audio-visual aids with low income and minority students.

7 Much 9 Some 2 Little 2 None 5 Absent 0 Blank

31. How to utilize audio-visual materials and equipment in the classroom as an aid in teaching low income and minority students.

5 Much 10 Some 3 Little 2 None 5 Absent 0 Blank

32. Knowledge of special programs for low income and minority students at other junior colleges.

6 Much 14 Some 2 Little 0 None 3 Absent 0 Blank

33. How to adopt some of the ideas implemented at other schools into your classroom and school.

5 Much 15 Some 3 Little 1 None 1 Absent 0 Blank

34. Knowledge of different teaching skills and techniques useful in teaching low income and minority students.

6 Much 13 Some 4 Little 2 None 0 Absent 0 Blank

35. Putting into use various teaching skills and techniques in teaching low income and minority students.

4 Much 14 Some 4 Little 2 None 1 Absent 0 Blank

36. Knowledge of interaction analysis and teacher evaluation.

4 Much 14 Some 4 Little 0 None 3 Absent 0 Blank

37. How to evaluate yourself or fellow teachers using interaction analysis.

3 Much 12 Some 5 Little 0 None 5 Absent 0 Blank

38. Knowledge of other federal programs aimed at helping educators to better understand and help low income and minority students.

1 Much 10 Some 6 Little 2 None 6 Absent 0 Blank

39. How to utilize some ideas from other federal programs in your own work.

2 Much 10 Some 4 Little 2 None 7 Absent 0 Blank

40. Knowledge of how to carry on teacher training institutes.

5 Much 11 Some 3 Little 1 None 5 Absent 0 Blank

41. How can teachers learn in institutes to help low income and minority students.

7 Much 10 Some 4 Little 1 None 3 Absent 0 Blank

A questionnaire sent to 50 low income and minority students of these teachers was returned by 37 of them. Two out of three knew of this institute, but most had learned about it through students rather than teachers.

Because no comparable data was obtained from students whose teachers were not in the institute, results must be interpreted with caution about whether student reactions were the outcome of the institute. However, student reactions to teachers were overwhelmingly positive.

The frequency distribution of student responses to seven questions about teachers' knowledge and understanding of students are given below.

27 Seemed to like me
1 Seemed not to like me
9 Seemed neither to like nor not to like me

24 Good understanding of my particular problems of learning
1 Poor understanding of my particular problems of learning
12 Neither poor nor good understanding of my particular problems of learning

28 Good attempts to meet my learning needs
5 Poor attempts to meet my learning needs
4 Neither good not poor attempts to meet my learning needs

16 Good understanding of my family background
2 Poor understanding of my family background
19 Neither good nor poor understanding of my family background

27 Good attempt to help me get adjusted to college
2 Poor attempt to help me get adjusted to college
8 Neither good not poor attempt to help me get adjusted to college

24 Good attempt to help me work at my own speed
2 Poor attempt to help me work at my own speed
11 Neither good nor poor attempt to help me work at my own speed

28 Good attempt to help me catch up on things I hadn't learned before this year
2 Poor attempt to help me catch up on things I hadn't learned before this year
7 Neither good nor poor attempt to help me catch up on things I hadn't learned before this year.

APPENDIX A

BROCHURE

DELGADO COLLEGE, NEW ORLEANS, LOUISIANA

Announces

"A Prototype Institute for Training Teachers

of

Minority and Low Income Students"

under the direction of

Harris K. Goldstein, D.S.W.

Consultant on Research and Planning

Delgado College

Based on a concentrated week-long study in August, 1970, of needs of disadvantaged students by a group of faculty, students and leaders from the community who know the problems of the disadvantaged, this institute will provide part-time training from September, 1970 (one day every two weeks) to June, 1971, for selected junior college faculty, in teaching disadvantaged (socio-economically deprived) students.

Content will be selected jointly by faculty, disadvantaged students, and leaders from socio-economically deprived communities, and then taught by instructors from leading universities. It will include knowledge of the cultural, economic and educational backgrounds of disadvantaged students, how and when to provide remedial work, methods of obtaining and developing instructional material, the use of audio-visual aids, use of tutors and peer teachers, and methods of individual and group counseling.

Program begins August 3 - August 7, 1970
Full time daily sessions for this week.

Program continues with two meetings per month, from September 1970 - May 1971 inclusive, of one day each with the day of the week to be selected by participants.

Criteria for Admission:

Participation is limited to persons living in the New Orleans area (within commuting distance of Delgado College) who are teaching, counseling or who have other contact with students from minority and low income families, students themselves, and persons who are representative of such families from the local community.

In selecting individuals for participation, and otherwise in the administration of this program, Delgado College will not discriminate on the grounds of race, color, or national origin of any applicant or participant.

Credit:

Participants may receive up to 6 hours of credit, as eligible, upon application.

Staff will be selected on the basis of content decided on by participants during the first week of the institute.

Stipends of $75/week will be paid each participant for the full time week in August--No stipend will be paid for the remainder of the institute.

There are no funds for travel or participants. No textbooks will be required. No housing is available for participants.

APPENDIX B

BIBLIOGRAPHY

1. Ausubel, David P. "The Effects of Cultural Deprivation on Learning Patterns." Audio-Visual Instruction, Jan., 1965, pp. 10-12.

   The author believes that the culturally deprived child has a distinctive learning pattern that is the result of certain specific factors in his background. Adequate instruction can help to stimulate the development of those abilities in which he is weak.

2. Becker, Howard S. "Social Class Variation and the Teacher-Pupil Relationship." Journal of Educational Sociology, April, 1952, pp. 451-465.

   This article discusses three problems and how they affect the teacher-student relationship--the problem of teaching, of discipline, and of moral acceptance.

3. Bennis, Warren G. "The Temporary Society." The Journal of Creative Behavior. Fall, 1969, pp. 223-226.

   A social psychologists' view of the way America is moving. The Temporary Society contains elements which are both exciting and frightening.

4. Bloom, Benjamin S. "Learning for Mastery." (to be published as a chapter in Bloom, Hastings, Madaus: Formative and Summative Evaluation of Student Learning, McGraw-Hill, 1972.

   In this paper, Bloom considers one approach to learning for mastery and the underlying theoretical concepts, techniques, and research findings required. He contends that the basic problem in developing a strategy for mastery learning is in determining individual differences in students which can be related to the teaching and learning process.

5. Bloom, Benjamin. Taxonomy of Educational Objectives Handbook I: Cognitive Domain. New York: David McKay Co., Inc., 1970.

   Bloom discusses objectives that can be used for teaching critical thinking, for designing teaching objectives, or for any kind of problem-solving. The six objectives, or steps, in order of ascending complexity are knowledge, comprehension, application, analysis, synthesis, and evaluation.

6. Burton, Jean L. "Intelligence and Intelligence Testing." The Disadvantaged. Edited by John C. Gowan and George Demon. Springfield, Illinois: C. C. Thomas Co., 1966.

The author discusses the two positions taken in view of intelligence tests and the culturally underprivileged, concluding that the tests can be valuable for providing certain types of information.

7. Cass, James. "Can the University Survive the Black Challenge?" Saturday Review, June 21, 1969, pp. 68-71, 83-84.

This article traces the plight of blacks in higher education from early integration efforts to the events leading up to militant damands for separatism. The universities are urged to heed the black challenge that demands accomodation to the aspirations of minority groups whose members, in the past, have had only token participation in the higher education enterprise.

8. Coleman, James, et al. Equality of Educational Opportunity. U. S. Government Publication, 1966.

A controversial piece of research commissioned by the Office of Education showing, among other things, that difficulties in learning were related to being with classmates who also had learning problems, and often behavior problems as well.

9. Cornish, Edward. "Future Shock." The Futurist, October, 1970, pp. 175-180.

The book, Future Shock, By Alvin Toffler is reviewed. The main thesis is that more and more people are suffering from the impact of too rapid social change.

10. "Facilitation Learning Seen as Boon to Schools." Education U.S.A., December 1, 1969, p. 81.

Carl Rogers urges training of teachers to become facilitators who can create a psychological climate in which the student feels free to be curious and experimental. This training is done through intensive group experiences for the teachers.

11. Fantini, Mario D., and Weinstein, Gerald. "Excerpts from Toward a Contact Curriculum" (Pamphlet drawn from new book, The Disadvantaged: Challenges to Education) Order from Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., NY, NY.

This pamphlet discusses the importance of moving from established curricular approaches that avoid contact with the learner to those which have better possibilities of reaching especially the disadvantaged student. The authors hypothesize that what makes the most contact is whatever is most relevant to the learner and which makes a connection between the affective and cognitive aspects of the learner.

12. Goodlad, John I. "How Do We Learn?", Saturday Review, June 21, 1969, pp. 74-75, 85-86.

Though there is increased research into education and the process of learning, such as programmed learning, direct study of teacher-pupil interaction, etc., the major components of a model of causal factors in the learning process and the relative contribution of the respective components is still unknown. The development of an educational science, upon which action can be based and the effects of educational innovations can be predicted, must be based upon sound research.

13. Greenbaum, Leonard. "Prejudice and Purpose in Compensatory Programs." College Composition and Communication. XIX, (Dec., 1968), pp. 305-311.

The author discusses discrimination as being a "white" problem and purports that trying to correct an imbalanced racial ratio by starting compensatory programs is in effect allowing prejudices to define programs and in turn, allowing those programs to reinforce prejudices.

14. Himes, Joseph F. "Some Work-Related Cultural Deprivations of Lower Class Negro Youths." Journal of Marriage and the Family. November, 1964, pp. 447-449.

The writer points out how the lower class youth is disadvantaged with regard to work in that he has never had relevant work models, doesn't understand the job situation and values that go with it.

15. Hughson, Arthur. "The Case for Intelligence Testing." Disadvantaged Child. Edited by Joe Frost and Glenn Hawkes. New York: Houghton Mifflen Co., 1966.

The article argues for the use of I.Q. Tests, especially in measuring the potential of average and above average students.

16. Irelan, Lola, M., ed. Low Income Life Styles. Washington, D.C., U. S. Dept. of HEW, Welfare Administration, Division of Research Publication No. 14, 1966.

The report discusses three basic differences in the life style of the disadvantaged student from the middle class student. One is his reference group, the second is the symbolic value of possessions, and third is his symbolic activities.

17. Katz, Irwin. "Academic Motivation and Equal Opportunity." Harvard Educational Review XXXVIII, (Winter, 1968) pp. 57-65.

This article documents by research that the lower class child does not have realistic standards for self-evaluation or for self-approval. As he criticizes himself, his anxiety is reduced because he feels punished. Because his anxiety is reduced, his motivation is also reduced.

18. Kuhn, James W. "Would Horatio Alger Need a Degree?", Saturday Review, December 19, 1970, pp. 54-55, 64-66.

A startling article that discusses studies by Ivar Berg that examine the assumption that more schooling automatically means better job performance. The evidence, though too fragmented to be conclusive, points to the concept that job performance and schooling are, at best, only loosely related.

19. Madsen, Charles M., Jr. "An Analysis of the Reinforcing Function of Sit Down Commands." Unpublished paper, Florida State University.

This study has to do with discipline in the classroom and how a teacher becomes either too positive or too negative. He describes a method by which a teacher might be helped with his attitudes and style of teaching.

20. Mager, Robert F. Developing Attitude Toward Learning. Palo Alto, California: Fearnon Publishers, 1968.

This book is about how to avoid teaching students to dislike and reject what you are teaching. It is about the conditions that influence student attitude, how to recognize it, and how to evaluate it.

21. Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearnon Publishers, 1962.

This book makes the assumption that before you prepare instruction, choose materials, machine or method, you must be able to state your goals. Mager's purpose is to show teachers how to state objectives in the way that best communicates their intent to others.

22. Mager, Robert F. and Beach, Kenneth M., Jr. Developing Vocational Instruction. Palo Alto, California: Fearnon Publishers, 1967.

This book, for vocational and technical instructors, describes the steps involved in developing courses of instruction that can be demonstrated to facilitate learning.

23. Marsh, Georgia. "Junior Colleges and Negroes." Southern Education Report, Sept. 1968, pp. 11-17.

This article surveys the lagging black enrollment in desegregated Florida Junior Colleges. One of the few with significant increases in black enrollment is Miami-Dade Junior College and the author discusses some of the reasons, such as aggressive recruitment.

24. Martin, John Henry. "Kaleidoscope For Learning." Saturday Review, June 21, 1969, pp. 76-77, 86.

The disadvantaged learner is not being reached because typical schools rely upon exploitation of motivations and behaviors induced by middle class child-rearing methods. Technology that is multi-sensory in its capabilities and whose behavior can be manipulated by the learner allows the personalized learning necessary.

25. McCreary, Eugene. "Some Positive Characteristics of Disadvantaged Learners and Their Implications for Education." The Disadvantaged Learner--Knowing, Understanding, Educating--Edited by Staten N. Webster. San Francisco: Chandler Publishing Co., 1966.

The writer points out five special skills, understandings and appreciations often found in disadvantaged learners and which can be built upon. These are 1) practical knowledge, 2) experience in life, 3) strong in-group feeling, 4) self-reliance and autonomy, 5) appreciation of the value of education even if they are not interested in school.

26. Mead, Margaret. "Youth Revolt: The Future is Now." Saturday Review, January 10, 1970, pp. 23-25, 113.

The author discusses the many rapid changes in the world community and the consequences. This new "prefigurative" culture is one in which adults must learn from the youth.

27. Moore, William, Jr. Against the Odds. San Francisco: Jossey-Bass Publishers, 1970.

This book is about the high-risk, junior college student and his struggle against the odds or the college curriculum and teaching.

28. Moorman, Elliott Duane. "The Benefit of Anger." Saturday Review, June 21, 1969, pp. 72-73, 84.

There is a dual goal for higher education and black people--the usual educational function of creating a restless, questioning and creative student, and the added dimension of providing for cultural identification and pride. The author argues that black students have proposed constructive alternatives and that the future depends on the positive response of the academic community.

29. Morison, Bradley G. "The Artist as Teacher." Saturday Review, December 19, 1970, pp. 51-53, 63-66.

The thrust of current education, often with federal support is to integrate the arts deeply into the curriculum. Learning that simple exposure was not enough, artists are increasingly being brought into the classroom, and with dramatic success.

30. Powledge, Fred. To Change a Child: A Report on the Institute for Developmental Studies. Chicago: Quadrangle Books, 1967.

Gains made by disadvantaged students because of enriched classes may be lost if not continued through at least the first three elementary years.

31. Raser, John. "Simulation and Society, An Exploration of Scientific Gaming," Allyn and Bacon, 1969.

32. Reissman, Frank. "The Culture of the Underprivileged--A New Look." The Disadvantaged Learner--Knowing, Understanding, Educating. Edited by Staten N. Webster. San Francisco: Chandler Publishing Co., 1966.

The author gives some of the positive and negative traits (in terms of facilitating education) found in the culture of the underprivileged.

33. Rosenthal, Robert and Jacobson, Lenore. Pygmalion in the Classroom. New York: Holt, Rinehart & Winston, Inc., 1968.

The author, through research, shows the influence of teacher attitude upon student performance. The student often may fail because the teacher expects him to, not because he can't learn.

34. Slater, Philip E. "Cultures in Collision." Psychology Today, July, 1970, pp. 31-32, 66-68.

This very insightful article examines the issues in the war between the youth of today and their elders--issues varying from scarcity to love to taste to personal daintiness.

35. Snyder, Benson R. "The Ecological Trap." Technology Review, January, 1971, pp. 31-37.

Students and the universities are confronted with rapid change in the technological environment. To meet the challenge, they must learn to be truly flexible, not just adjustable.

36. Stodolsky, Susan S. and Lesser, Gerald. "Learning Patterns in the Disadvantaged." Harvard Educational Review, XXXVII (Fall, 1967), 546-593.

The authors discuss the disadvantaged student and testing and influences on learning such as environmental press and teaching techniques. Based on their research, they found that within ethnic groups, the pattern of mental abilities was the same for middle and lower classes, but the former was higher on the same pattern.

37. Yourman, Julius. "The Case Against Group I.Q. Testing in Schools with Culturally Disadvantaged Pupils." Disadvantaged Child, Edited by Joe Frost and Glenn Hawkes. New York: Houghton Mifflen Co., 1966.

The article argues that group I.Q. tests do not have high predictive validity in measuring capacity to learn in culturally disadvantaged students and that they should be discontinued.

APPENDIX C

EVALUATION FORMS

QUESTIONNAIRE FOR PARTICIPANTS
INSTITUTE FOR TEACHER TRAINING, DELGADO COLLEGE
AUGUST 1970-May 1971

Directions: You are being asked to complete the questions below to evaluate the institute you have just completed, so that your responses may be used to plan better institutes in the future. On the write-in questions, only one or two sentences are expected, though you may write more if you wish. Please try to give an answer to each question and do not leave any questions blank.

1. What was the chief strength of this institute?

2. What was the chief weakness of the institute?

3. If you have a chance to plan the institute over, what is the most important change you would suggest?

4. What is the most important idea you learned from the institute?

5. What was your most important contribution to the institute?

6. What can you bring from the institute to other teachers?

7. To what extent were your experiences at the institute such that you would elect to attend other institutes at Delgado?

8. What changes would you recommend at Delgado as a result of the content of this institute?

On the scales below make a vertical line at the place that best describes your reaction. You may mark on a number or between them.

9. Extent of value of the institute to you.

1	2	3	4	5	6	7	8	9	10
	of almost no value a waste of time		of some value but more useless than useful		of considerable value more useful than useless			one of the best uses of my time	

10. Extent of knowledge gained of learning problems of low income and minority students.
(Note this is how much you learned, not how much you know)

1	2	3	4	5	6	7	8	9	10
Learned little and that only about a very few problems			learned some about some problems		learned some about many problems or much about some problems		learned considerable about almost all kinds of problems		

11. Feelings about low income and minority students.

1	2	3	4	5	6	7	8	9	10
	I feel little sympathy for them			I feel some sympathy for them			I feel very sympathetic toward them		

The following are subjects covered in the institute. Please indicate the extent you learned about each from the institute by putting a letter in the parentheses before the statement.

Use M for much or a great deal
Use S for some
Use L for little
Use N for none
Use X before any of the subjects you think were covered in sessions you missed.

12. ( ) What are the physical disabilities low income and minority students bring to college and the impact on their education.

13. ( ) How to handle these physical and educational problems of low income and minority students.

14. ( ) Problems in planning orientation and introduction to college life for low income and minority students.

15. ( ) How to handle problems and how to plan orientation for low income and minority students.

16. ( ) Knowledge of low income and minority students' problems with unequal opportunities and poor self concept.

17. ( ) How to handle the above problems in junior college.

18. ( ) Kinds of educationally limiting student classroom behavior.

19. ( ) How to handle student behavior not condusive to learning and how to let the low income and minority student know what behavior is desirable.

20. ( ) Meaning and use of ACT (American College Tests) and other educational diagnosis tests.

21. ( ) Use of tests by teachers to get educational diagnoses.

22. ( ) Typical low income and minority student limitations in skills and attitudes toward learning.

23. ( ) How to handle the above problems.

24. ( ) Hereditary and environmental influences affecting learning of low income and minority students.

25. ( ) How to deal with hereditary and environmental influences on learning in the classroom.

26. ( ) Relationship between goals or objectives and remedial work for low income and minority students.

27. ( ) How to utilize goals or objectives in providing remedial work for low income and minority students.

28. ( ) Value of formulating objectives in behavioral terms for low income and minority students.

29. ( ) How to write behavioral objectives.

30. ( ) Value of the use of audio-visual aids with low income and minority students.

31. ( ) How to utilize audio-visual materials and equipment in the classroom as an aid in teaching low income and minority students.

32. ( ) Knowledge of special programs for low income and minority students at other junior colleges.

33. ( ) How to adopt some of the ideas implemented at other schools into your classroom and school.

34. ( ) Knowledge of different teaching skills and techniques useful in teaching low income and minority students.

35. ( ) Putting into use various teaching skills and techniques useful in teaching low income and minority students.

36. ( ) Knowledge of interaction analysis and teacher evaluation.

37. ( ) How to evaluate yourself or fellow teachers using interaction analysis.

38. ( ) Knowledge of other federal programs aimed at helping educators to better understand and help low income and minority students.

39. ( ) How to utilize some ideas from other federal programs in your own work.

40. ( ) Knowledge of how to carry on teacher training institutes.

41. ( ) How can teachers learn in institutes to help low income and minority students.

QUESTIONNAIRE FOR STUDENTS
INSTITUTE FOR TEACHER TRAINING, DELGADO COLLEGE
AUGUST 1970 - MAY 1971

Directions: From August 1970 to May 1971, Delgado has had an institute for training certain of its teachers to better teach and help students. Your help in answering these questions will help Delgado to evaluate the effectiveness of this institute and to plan other institutes. For the first three questions, put a check in the box of the answer that fits you best.

1. Did you know this institute was going on?

___ Yes ___ No

2. How did you hear about it?

A. ___ Didn't know of it.
B. ___ Learned of it from a teacher.
C. ___ Learned of it from a student.
D. ___ Don't remember how I learned.

3. Did you know that _____ was participating in this institute?

___ Yes ___ No

Put a check in the blank before one of the statements for each number you noted in _____ this year.

4. A. ___Seemed to like me
B. ___Seemed not to like me
C. ___Seemed neither to like nor not to like me

5. A. ___Good understanding of my particular problems of learning
B. ___Poor understanding of my particular problems of learning
C. ___Neither poor nor good understanding of my particular problems of learning

6. A. ___Good attempts to meet my learning needs
B. ___Poor attempts to meet my learning needs
C. ___Neither good nor poor attempts to meet my learning needs

7. A. ___Good understanding of my family background
B. ___Poor understanding of my family background
C. ___Neither good nor poor understanding of my family background

8. A. ___Good attempt to help me get adjusted to college
B. ___Poor attempt to help me get adjusted to college
C. ___Neither good nor poor attempt to help me get adjusted to college

9. A. ___Good attempt to help me work at my own speed
B. ___Poor attempt to help me work at my own speed
C. ___Neither good nor poor attempt to help me work at my own speed

10. A. ___Good attempt to help me catch up on things I hadn't learned before this year.
    B. ___Poor attempt to help me catch up on things I hadn't learned before this year.
    C. ___Neither good nor poor attempt to help me catch up on things I hadn't learned before this year.

After you have completed this questionnaire, please return it in the enclosed self-addressed envelope.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 24 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Blanks in item three were filled in with the name of an institute participant. The questionnaire was then mailed to students.